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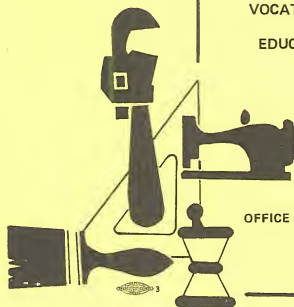
FEB 20 1976

STATE DEPARTMENT OF
EDUCATION

PLEASE RETURN

**MONTANA STATE PLAN
FOR THE ADMINISTRATION OF
VOCATIONAL EDUCATION**

UNDER THE
VOCATIONAL EDUCATION AMENDMENTS OF 1968
AND PART F OF THE
EDUCATION PROFESSIONS DEVELOPMENT ACT



PUBLISHED BY
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
DOLORES COLBURG, SUPERINTENDENT
STATE CAPITOL
HELENA, MONTANA 59601

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EXPLANATORY NOTES

This state plan for fiscal year 1976 is being published in loose-leaf format so that it will lend itself more easily to revision. Plus, it is being published in parts so that future revisions will not necessarily require reprinting and redistribution of the total document.

- The certifications section that follows the Table of Contents will be replaced each year to reflect actions of the Board of Public Education.
- Part I of the plan, which contains administrative provisions, is being printed in its entirety this year, though future revisions probably will simply be made by removing pages that are obsolete and inserting current pages.
- Part II of the plan, which contains annual and long-range program plan provisions, also is being published in its entirety for fiscal year 1976. In succeeding fiscal years, Part II will be replaced in its entirety since it is updated annually.
- Appendices will be revised only when needed, with update pages circulated for appropriate insertion.

The Board of Public Education welcomes comment on the contents of this state plan; though its format is dictated primarily as a compliance document for the federal government, it can serve as a meaningful planning tool for the operation and improvement of vocational education in our state.

Dolores Colburg
DOLORES COLBURG
Superintendent of Public Instruction
and Executive Officer for Vocational Education

October 1975

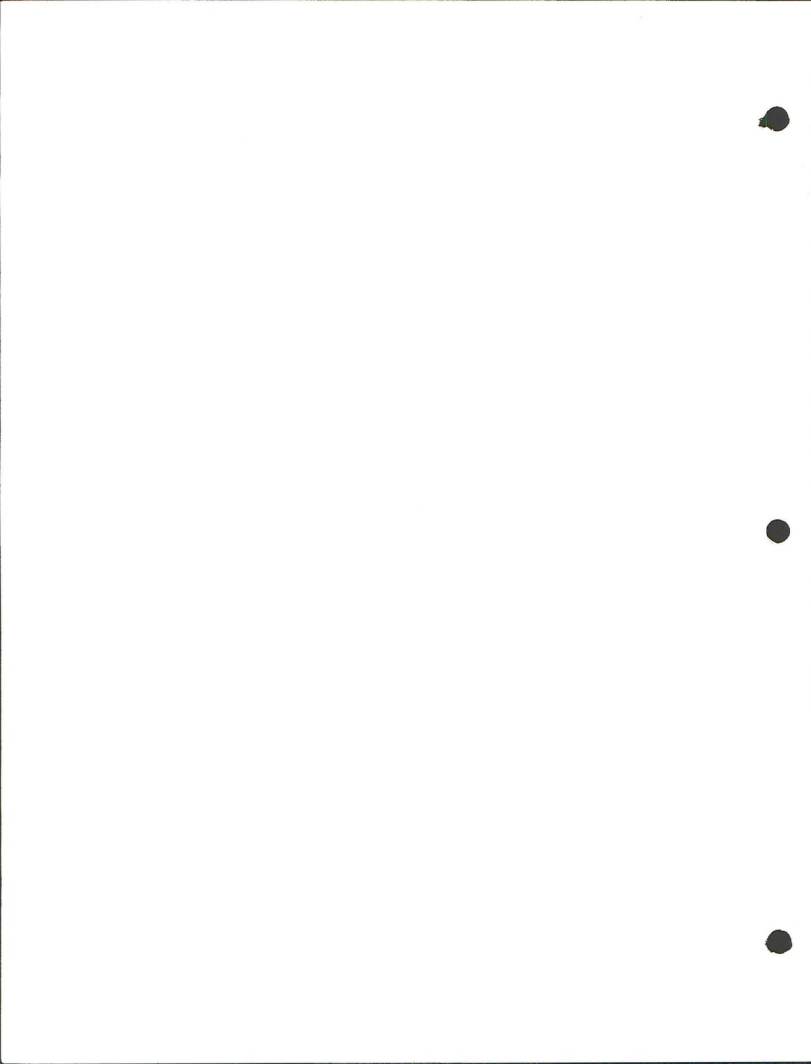


TABLE OF CONTENTS

CERTIFICATIONS

Approval Sheet from U.S. Commissioner of Education	i
OMB Circular A-95 Waiver by Governor	ii
Certificate of Board of Public Education	iii
Certificate of State Advisory Council	iv
Certificate of Attorney General	v
Certificate of Public Hearing and Public Notification	vi
State Advisory Council Recommendations and Findings	vii
General Response from the Public at the Public Hearing	viii

PART I — ADMINISTRATION PROVISIONS

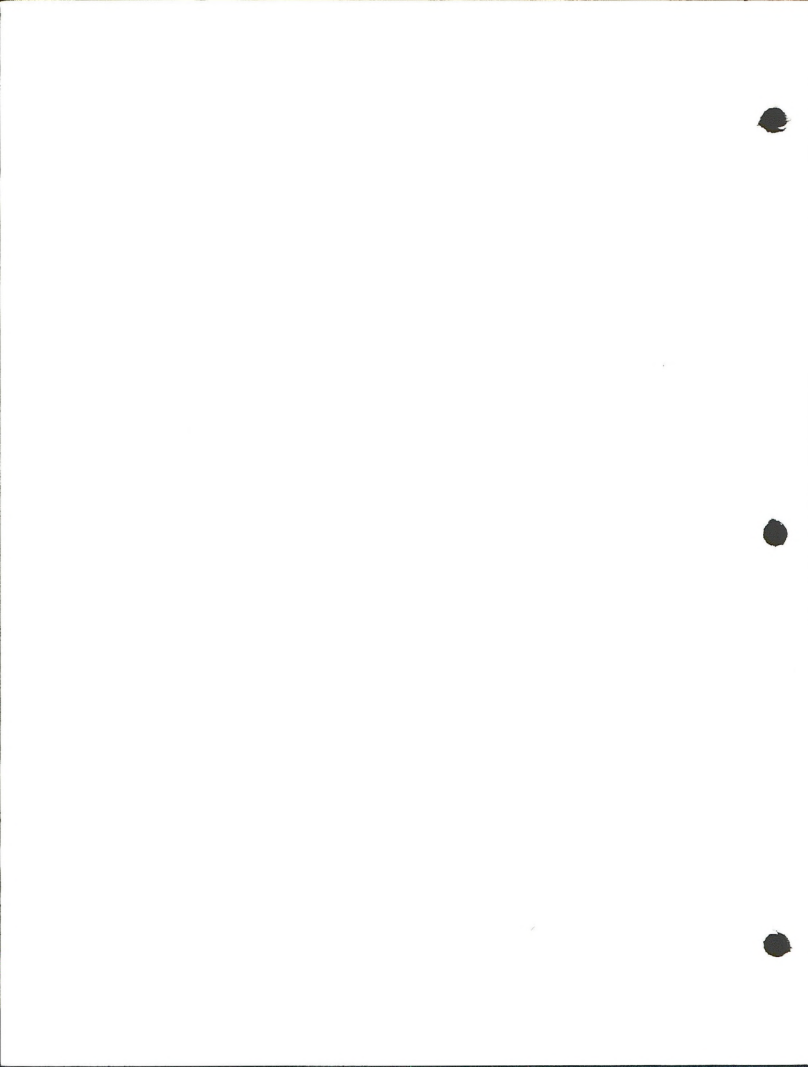
1.0 General	1
2.0 Fiscal Control and Fund Accounting Procedures	32
3.0 State Vocational Education Programs	32
4.0 Vocational Education Programs for the Disadvantaged	57
5.0 Vocational Education Research and Personnel Training	60
6.0 Exemplary Programs and Projects	65
7.0 Residential Vocational Education Schools	71
8.0 Consumer and Homemaking Education	74
9.0 Cooperative Vocational Education Programs	79
10.0 Work-Study Programs for Vocational Education Students	87

PART II — ANNUAL AND LONG-RANGE PROGRAM PLAN PROVISIONS

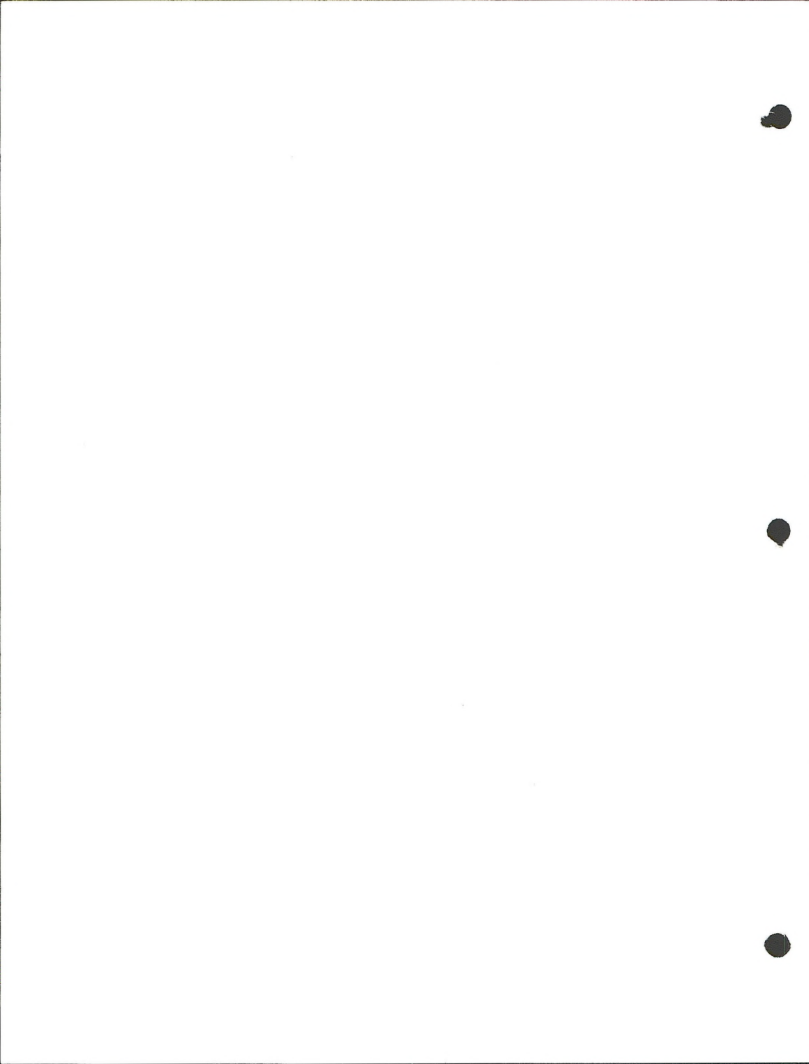
1.0 Analysis of Manpower Needs and Job Opportunities in the State	91
2.0 Analysis of Availability of Vocational Education	97
3.0 Analysis of State's Population Relating to Vocational Education Needs	102
4.0 Annual and Long-Range Planning and Budgeting	104
5.0 Projection of State's Enrollments	157
6.0 Fiscal Year 1976 Enrollments	159
7.0 Estimates of Total Funds Needed for Vocational Education and Annual Allocation Plan	160
8.0 Construction Projects on Which Construction Will Start in Coming Year	162
9.0 Actual and Projected Demand for Vocational Education Personnel Development	164
10.0 Planned Expenditure of and Projected Need for Vocational Education Personnel Development Funds	170
11.0 Financial Plan for Personnel Development Based on Funds Available or Anticipated	172
12.0 Projection of State's Enrollments in Vocational Education Personnel Preparation and Development	174

APPENDICES

Legal Appendix	176
Appendix I — Organization of State Superintendent's Office	187
Appendix II — Cooperative Agreements	190
Appendix III — Federal Rules and Regulations	195
Appendix IV — Guidelines and Forms	197
Appendix VI — Vocational Teacher Education Directory	325
Appendix VII — Characteristics of the Disadvantaged	329
Appendix VIII — Disadvantaged Effects	332
Appendix IX — Categories and Characteristics of the Handicapped	336
Appendix X — State Advisory Council Recommendations and Findings	339



CERTIFICATIONS



A STATE PLAN FOR THE ADMINISTRATION OF
VOCATIONAL EDUCATION UNDER THE
VOCATIONAL EDUCATION AMENDMENTS OF 1968
AND PART F OF THE
EDUCATION PROFESSIONS DEVELOPMENT ACT

FISCAL YEAR 1976

Submitted by the State of Montana
Approved by Board of Public Education
on June 10, 1975.

Received by the Office of Education: JUN 30 1975
(Date)

Effective date of State Plan: JUL 1 1975
(Date)

Approved by: 

U.S. Commissioner of Education

Date approved: SEP 9 1975



THOMAS L. JUDGE
GOVERNOR

i
State of Montana
Office of The Governor
Helena 59601

June 24, 1974

Ms. Dolores Colburg
Superintendent of Public Instruction
State Capitol
Helena, Montana 59601

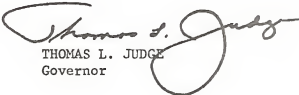
Dear Superintendent Colburg:

This letter concerns OMB Circular A-95 which provides that my office is to review and comment on state plans or applications that agencies of the state are planning to submit to federal agencies.

Since you are a constitutional, elected official of the state and since you have statutory authority to request and expend federal monies for public schools, it is my view that the clearinghouse requirement under Circular A-95 does not apply to your office. So that there may be no confusion on this point, this letter is provided to you to assure federal officials that I will not offer any comments concerning any plans or applications submitted by you for federal funds. I understand, however that you will send to my office for information purposes only a copy of all such plans or applications.

I trust that this letter will serve you with respect to Circular A-95. If you have any problems concerning this matter, please let me know.

Sincerely,


THOMAS L. JUDGE
Governor



Certificate of Board of Public Education

State of Montana

I hereby certify that the attached State Plan for fiscal year 1976 was adopted by the Board of Public Education on June 10, 1975.

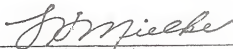
The State Plan, as submitted, is construed as a planning document, rather than specific program approval, for the operation and administration of the state's program established pursuant to the Vocational Education Amendments of 1968, Public Law 90-576. All information and representation contained in the Plan as of this date are accurate to the best of my knowledge and belief.

Board of Public Education

June 24, 1975

(Date)

(Signed)



(Chairman)



Certificate of State Advisory Council

Montana
advisory
council

VOCATIONAL EDUCATION

June 9, 1975

Mr. Fred Mielke, Chairman
Board of Public Education
State Capitol
Helena, MT 59601

Dear Mr. Mielke:

I hereby certify that the State Advisory Council for Vocational Education received on May 19, Part I and on May 23, Part II draft copies of the fiscal year 1976 State Plan for the Administration of Vocational Education under the Vocational Education Amendments for 1968.

Due to the limited time available to seriously review the Plan in its entirety and the pending change in fiscal 1976 vocational education administration under H.B. 566 the Council has determined their best contribution to vocational education relating to the State Plan would be to continue the review of the Plan over the next nine-twelve month period and submit at different intervals recommendations we would suggest in any future revision of the State Plan.

Sincerely,

Joseph H. Lutz
Joseph H. Lutz, Chairman
Advisory Council for Vocational Education

F. T. Peterson
F. T. Peterson, Chairman
State Plan Committee

rm

217 state arsenal building

• helena, montana 59601

• p.o. box 1157

phone 449-2013

mrs. linda skaar
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helena
jack c. carver
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joe crosswhite
columbia falls

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ron newville
bozeman
V. J. C. P. M. M. M. M. M.
joe a. renders
great falls

sandra shepvalof
billings
mrs. tom yellowtail
wynla



Certificate of Attorney General

State of Montana

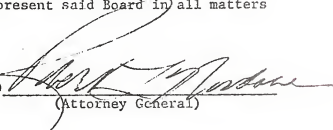
I hereby certify:

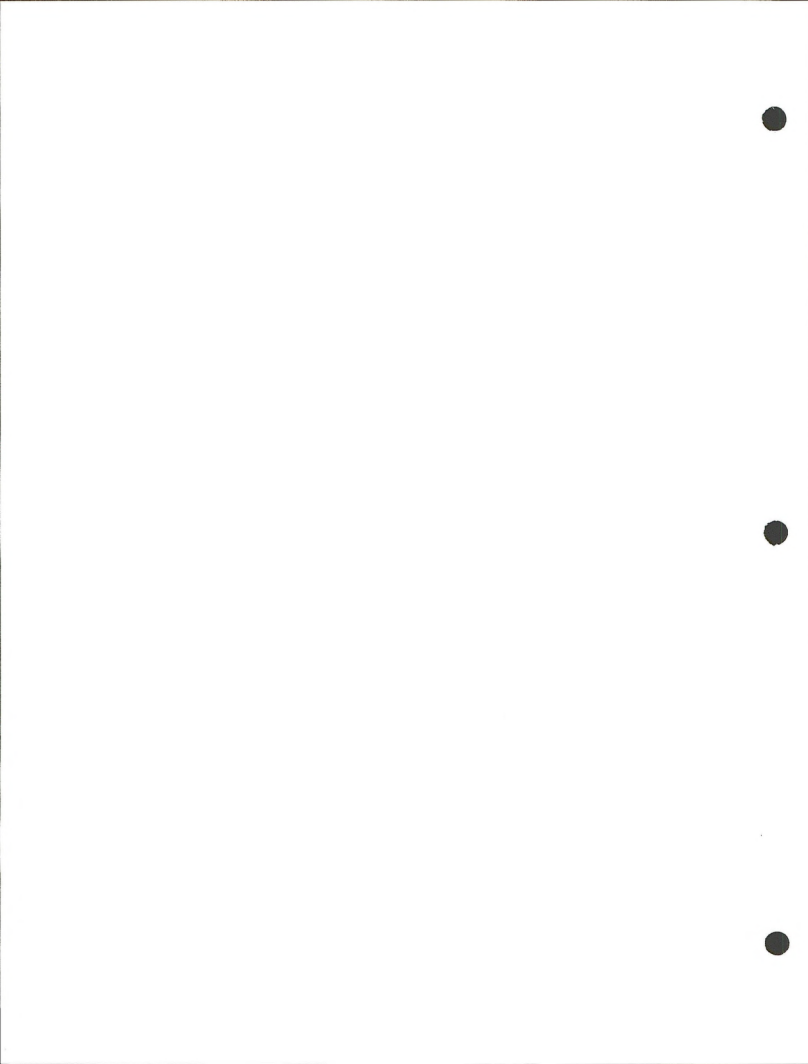
1. THAT the Board of Public Education is the State Board in this State within the meaning of Section 108 (8) of Public Law 90-576;
2. THAT said Board has the authority under State Law to submit a State Plan;
3. THAT said Board has authority to administer or supervise the the administration of the foregoing State Plan;
4. THAT all of the provisions of the foregoing Plan can be carried out by the State;
5. THAT the State Superintendent of Public Instruction has been duly authorized by the Board of Public Education to submit the foregoing State Plan and to represent said Board in all matters pertaining thereto.

6-24-75

(Date)

(Signed)


(Attorney General)



Certificate of Public Hearing and Public Notification

State of Montana

I hereby certify that:

1. Notification of dates for public hearings and materials were provided as follows:

<u>Dates of Notification</u>	<u>Sent to</u>	<u>Materials Provided with Notice</u>
May 21, 1975	The Livingston Enterprise	None
May 28, 1975	Miles City Star	
June 4, 1975	The Independent Record, Helena	
	Daily Ravalli Republican, Hamilton	
	Bozeman Daily Chronicle	
	The Lewistown News-Argus	
	The Billings Gazette	
	The Daily Inter Lake, Kalispell	
	Great Falls Tribune	
	The Havre Daily News	
	The Missoulian	
	Finefrock Publishing Co., Dillon	
	The Montana Standard, Butte	

2. Public hearing on the State Plan for Vocational Education was held as follows:

<u>June 9, 1975</u>	<u>2:00 p.m.</u>	<u>Helena</u>	<u>23</u>
Date	Time	Place	Attendance

3. The hearing was conducted by:

Marjorie King, Vice Chairwoman, Board of Public Education

Board of Public Education

June 24, 1975

(Signed)

Marjorie King
(Chairman)



State Advisory Council Recommendations and Findings

State of Montana

I hereby certify that in the preparation of the State Plan consideration was given to the findings and recommendations of the State Advisory Council in its most recent evaluation report submitted pursuant to Section 104 of Public Law 90-576. A list of the recommendations and the consideration given each recommendation by the State Board is included in Appendix X.

Board of Public Education

24 June 1975
(Date)

(Signed)

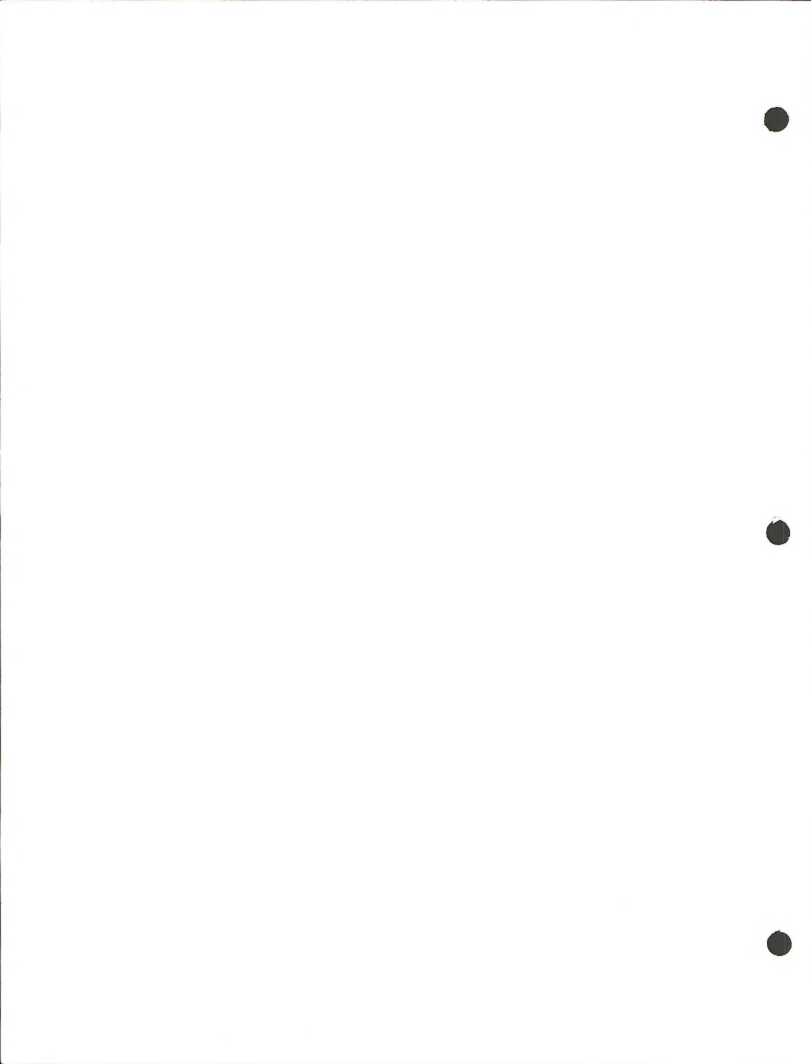
Salaree Colburn
Superintendent of Public
Instruction and Executive
Officer of Vocational Education



General Response From the Public at The Public Hearing

State of Montana

There were no comments made by the general public at the public hearing on the State Plan for the Administration of Vocational Education. The Montana Advisory Council for Vocational Education presented a letter which is included on page iii.



PART I
ADMINISTRATIVE PROVISIONS
OCTOBER, 1975

MONTANA STATE PLAN
FOR THE ADMINISTRATION OF
VOCATIONAL EDUCATION
UNDER THE
VOCATIONAL EDUCATION AMENDMENTS OF 1968
AND PART F OF THE
EDUCATION PROFESSIONS DEVELOPMENT ACT



PUBLISHED BY
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
DOLORES COLBURG, SUPERINTENDENT
STATE CAPITOL
HELENA, MONTANA 59601

TABLE OF CONTENTS

Part I - Administrative Provisions

1.0	General	1
1.1	State Board	1
1.2	Public Hearings and Information	4
1.3	Qualifications of Personnel	5
1.4	Professional Personnel Preparation and Development	12
1.5	Program Evaluation	22
1.6	State Reports	23
1.7	Cooperative Arrangements	23
1.8	Vocational Education Under Contract	25
1.9	Construction Requirements of State Designated Post-secondary Vocational-Technical Education Centers	26
1.10A	Effective Use of Results of Program and Experience	26
1.10B	Opportunity for Hearings on Local Applications	27
1.10C	Economically Depressed Areas or High Unemployment Areas	30
1.10D	Areas of High Youth Unemployment or School Dropouts	30
2.0	Fiscal Control and Fund Accounting Procedures	32
3.0	State Vocational Education Programs	32
3.1	Allocation of Funds to Part B	32
3.2	Allocation of Funds to Local Educational Agencies for Programs, Services and Activities	38
4.0	Vocational Education Programs for the Disadvantaged	57
4.1	Required Allocation of Funds to Certain Areas	58
4.2	Participation of Students in Nonprofit Private Schools	59
4.3	Noncommingling of Funds	60
5.0	Vocational Education Research and Personnel Training	60
5.1	Finance, Planning and Evaluation Component	61
5.2	Application Procedures	62
5.3	Notification to Commissioner	65
6.0	Exemplary Programs and Projects	65
6.1	Application Procedures	66
6.2	Program or Project Requirements	69
7.0	Residential Vocational Education Schools	71
7.1	Procedures for Establishing Residential Facilities	71
7.2	Requirements	73
7.3	Notification to Commissioner	74
8.0	Consumer and Homemaking Education	74
8.1	Establishing and Operating Programs	74
8.2	Required Content of Program	77
8.3	Ancillary Services and Activities	78

9.0	Cooperative Vocational Education Programs	79
9.1	Procedures for Approval of Cooperative Vocational Education Programs	79
9.2	Requirements of Cooperative Vocational Education Programs	82
9.3	Ancillary Services and Activities	86
10.0	Work-Study Programs for Vocational Education Students	87
10.1	Procedures for Approval of Work-Study Programs	87
10.2	Requirements of a Work-Study Program	87
10.3	Funds for State Plan Development and Administration .	90

Part I

ADMINISTRATIVE PROVISIONS

1.0 General

The Montana State Plan for Vocational Education has been developed as a guide for public educational agencies, institutions, contractual agencies and other agencies applying and qualifying to implement and conduct vocational education programs for the benefit of all population groups representing all levels of education in the state. The State Plan conforms to the requirements established by Public Law 90-576, 90th Congress, the Vocational Education Amendments of 1968 and all state statutes pertaining thereto.

1.1 State Board1.11 Name and Designation of State Board

Pursuant to Section 75-7702, Revised Codes of Montana, 1947, as amended, the Board of Public Education (hereinafter referred to as the State Board) is the sole agency responsible for the governing of vocational education in the State of Montana. (See 1.11 of the Legal Appendix.)

1.12 Executive Officer Designation

The Superintendent of Public Instruction is the Executive Officer of the State Board for the administration of vocational education. (See 1.12 of the Legal Appendix.)

1.13 Authority of State Board

The State Board, pursuant to Section 75-7702, R.C.M., 1947, as amended, has the authority to submit the State Plan to the U.S. Office of Education and to adopt policies for the administration and supervision of programs therein. The State Board will direct the State Treasurer in the disbursement of all state and federal monies to be used for vocational education. (See 1.13 of the Legal Appendix.)

1.14 State Board Organization

A. Composition and Manner of Selection

The State Board consists of ten (10) members.

The Governor, the Superintendent of Public Instruction and the Commissioner of Higher Education are ex officio, nonvoting members. Seven (7) members of the State Board are appointed by the Governor with the consent of the senate of the state legislature. The composition of the State Board and the manner of selecting State Board members are governed by state statutes. (See 1.14 of the Legal Appendix.)

B. A Description of the Units of the State Board Staff and the Functions Assigned to Each

The State Board does not have units, nor does it have a staff, other than a secretary. Duties and responsibilities concerning vocational education are carried out by the Superintendent of Public Instruction as directed by the State Board. (See 1.14 of the Legal Appendix and 1.14 of Appendix I.)

State personnel of the Vocational Skills component of the Office of the Superintendent of Public Instruction are designated to carry out the vocational education state functions as required by the Act and as directed by the State Board through the Superintendent of Public Instruction. The State Board and the Superintendent of Public Instruction will maintain cooperative working relationships among the various agencies and institutions of the state responsible for conducting vocational education programs.

A listing of the Superintendent's vocational education staff and its relationship in the organized structure of the office is set forth in 1.14 of Appendix I. The staff's duties are defined as follows:

1. Director of Vocational Skills is responsible for full-time administration and supervision of programs.
2. The Postsecondary Vocational Education Coordinator will be responsible to the Board of Public Education and will be administratively assigned to the Superintendent of Public Instruction. The Coordinator will provide leadership, direction

and coordination for Montana's five post-secondary vocational-technical centers and will serve as principal liaison for the Board to the office of the Commissioner of Higher Education for postsecondary vocational education in community colleges and in any units of the state university system.

3. Vocational Education Accountant is responsible for financial accounting, record keeping and reporting.
4. Supervisor of Agriculture Education is responsible for agriculture education and for FFA student organization activities.
5. Supervisor of Business Education is responsible for business education and OEA student organization activities.
6. Supervisor of Home Economics Education is responsible for consumer and homemaking education and wage-earning home economics education.
7. Assistant Supervisor of Home Economics Education assists the supervisor and is responsible for FHA student organization activities.
8. Supervisor of Marketing and Distributive Education is responsible for marketing and distributive education, cooperative vocational education and DECA student organization activities.
9. Supervisor of Health Occupations is responsible for health occupations education programs.
10. Supervisor of Trade and Industrial, Technical and Adult Education is responsible for trade and industrial education and for VICA student organization activities.
11. Supervisor of the Concentrated Employment and Training Act is responsible for CETA programs approved by the State Board.

12. CETA Program Officers assist the Supervisor.
13. Supervisor of Special Needs is responsible for disadvantaged, handicapped and exemplary programs and for programs in depressed areas and residential schools.
14. Supervisor of Vocational Guidance is responsible for vocational guidance, work-study and coordination of career education development.
15. Supervisor of Veterans Education and Training is responsible for the veterans education and training program.
16. Supervisor of Project VIEW (Vital Information for Education and Work) is responsible for program development and dissemination of materials.

1.14-1 Administrative Responsibility EPDA

The Supervisor of EPDA, Part F, is responsible for developing, implementing and coordinating the State's system for the development of vocational education personnel, and for the evaluation of professional development programs funded or administered by the Superintendent of Public Instruction. The supervisor will conduct multi-college conferences, workshops and other meetings necessary to ensure the continuation and development of the system for professional development.

1.2 Public Hearings and Information

1.21 Public Hearings

Annual meetings will be called by the State Board to consider proposed modifications of the State Plan. Proposals for modification may proceed from the Superintendent of Public Instruction, the State Advisory Council for Vocational Education, local educational agencies, state advisory committees, interested agencies, population groups and individuals.

1.22 Public Information

1.22-1 Dissemination of Information

A minimum of six hundred (600) copies of the State Plan and an equal number of statements of general policies, rules, regulations and procedures issued by the State Board concerning the administration of the State Plan will be distributed to interested agencies, organizations and individuals, such as:

Members of the State Advisory Council for Vocational Education
Local educational agencies
Postsecondary vocational-technical centers
Community colleges
Four-year colleges and universities
Staff of the Superintendent of Public Instruction
Montana Employment Security Commission
Department of Planning and Economic Development
Department of Social and Rehabilitation Services
Office of Economic Opportunity
Montana Manpower Planning Advisory Council
Community Action Programs
Model Cities Agency

To insure public understanding of the State Plan, a statewide public hearing, four discussion meetings at the Annual Montana Council of Local Administrators were held. Subsequent meetings will be held to inform participants about the State Plan, amendments to the plan and changes in policies and procedures, and to discuss implications of the Act for implementing and conducting vocational education programs. All vocational education personnel in the Office of the Superintendent of Public Instruction are well versed in the State Plan and are available to help any individuals with questions concerning the plan.

1.3 Qualifications of Personnel

1.31 State Administrative and Supervisory Personnel

1.31-1 Superintendent of Public Instruction and Executive Officer of the State Board

The Superintendent of Public Instruction, by law, is executive officer of the State Board for the administration of vocational education.

1.31-2 Director of Vocational Skills

The Director of Vocational Skills shall hold at least a master's degree from an accredited college or university and shall have had at least three (3) years of vocational education experience as a teacher, coordinator, supervisor, director, or any combination of these, in an approved program of vocational education.

1.31-3 Postsecondary Vocational Education Coordinator

The postsecondary vocational education coordinator shall hold at least a master's degree from an accredited college or university and shall have had at least three (3) years of experience as a vocational teacher, coordinator, supervisor, director, or any combination of these, at the secondary or postsecondary level.

1.31-4 Supervisor(s)

A supervisor shall hold at least a bachelor's degree from an accredited college or university with a major in the particular vocational service to which assigned. In addition, the person shall have had at least three (3) years of experience as a teacher, supervisor, director, or any combination of these, in a recognized vocational education program of the particular vocational service to which assigned. A master's degree or equivalent is preferred.

1.31-5 Assistant Supervisor(s)

An assistant supervisor shall hold at least a bachelor's degree from an accredited college or university in the vocational service to which assigned. In addition, the person shall have had at least three (3) years of experience as a teacher, supervisor, director, or any combination of these, in an approved vocational education program. A master's degree or equivalent is preferred.

1.31-6 Consultant(s)

A consultant shall have the educational and experience background to enable the fulfillment of a particular agreement. In addition, the person shall have had sufficient experience in and knowledge of the assigned area of work to assure the successful performance of duties as set forth in any negotiated agreement.

1.31-7 Special Provisions

Requirements listed in 1.31-2 through 1.31-6 and 1.32-1 through 1.32-2 may be waived if it is determined that a person has equivalent or comparable experience and/or education for the position to be filled.

1.32 Local Administrative and Supervisory Personnel

Local school administrators will have the responsibility for the conduct and administration of vocational education programs within their jurisdictions. They shall have valid Montana teaching and/or administrative certificates for the positions they hold.

1.32-1 Local Director

A local director of vocational education shall hold a valid teaching and/or administrative certificate as set forth by state law and State Board policy. In addition, the person shall have had at least two (2) years of successful teaching, supervisory or administrative experience, or a combination thereof, in the field of vocational education. Administrators whose qualifications

vary from the above may be qualified by the State Board upon the recommendation of the Superintendent of Public Instruction.

1.32-2 Local Supervisor (or equivalent position)

A local supervisor shall meet the minimum qualifications for certification in the particular vocational education field in which assigned. In addition, the person shall have had two (2) years of successful teaching experience in the vocational field to which assigned as a supervisor.

1.32-3 Consultant

A consultant shall have an educational background which the chief administrator and the governing board of the school district determine is adequate for fulfillment of an assignment. In addition, the person shall have sufficient experience in and knowledge of the assigned area of work to assure the successful performance of duties as determined by the chief administrator and by the governing board of the local school district.

1.33 Public Schools Instructional Personnel

1.33-1 Instructors

A. Education

A teacher of secondary students (grades 7-12) shall hold a valid teaching certificate with proper endorsement, when required, in the specific field of specialty.

A teacher of postsecondary and adult students shall meet the minimum requirements as set forth in the certification requirements adopted by the State Board.

A teacher whose preparation varies from the requirements cited above may be approved by the State Board upon recommendation of the Superintendent of Public Instruction.

In programs where state licensure or certification by an appropriate national and/or state

group requires special teaching standards, consideration shall be given to the required teacher standards as set forth by the state and/or national organization as well as the requirements set forth in the certification requirements adopted by the State Board of Education.

B. Experience

A teacher of secondary, postsecondary and adult programs of agricultural education, business and office education, and distributive education shall have had at least 2,000 hours work experience in the occupation or combination of occupations related to the specific field in which the person is to teach. Teachers may substitute 1,000 of the 2,000 hours of work experience if a one-quarter internship program or its equivalency is offered through one of the universities and approved by the Superintendent of Public Instruction.

A teacher of secondary, postsecondary and adult programs of trade and industrial education, technical education, and health occupations shall have had at least 10,000 hours (5 years) of work experience or apprenticeship training equal to 10,000 hours in the occupation or combination of occupations related to the specific field in which the person is to teach.

The following criteria will be considered in evaluating occupational work experience for trade and industrial education, technical education, and health occupations:

1. Each period of work experience must be ten weeks or more of continuous employment with an employer.
2. Experience and teaching experience gained while in the military will be evaluated on an individual basis.
3. Graduates of approved two-year vocational-technical programs may receive 4,000 hours (two years) credit toward the experience requirement.
4. Applicants may be certified with less than

the minimum work experience upon satisfactory completion of an approved occupational competency test.

5. The applicant must meet state or local licensing standards when required in the occupations in which certification is sought.

A teacher whose work experience varies from the requirements cited above may be approved by the State Board upon recommendation of the Superintendent of Public Instruction.

1.33-2 Instructional Aide

An instructional aide, as defined in guidelines issued by the Superintendent of Public Instruction, is a person who is usually non-certified and who is employed by a school district to assist in instructional areas under the supervision of certified personnel. This definition does not apply to those aides in programs which provide special opportunities for high school students to obtain experience while assisting teachers.

A. Education

An instructional aide shall have at least a high school diploma, G.E.D. certificate or an adequate educational background to enable her/him to carry out, under supervision, the objectives of the training program.

B. Experience

An instructional aide shall have had sufficient experience to prepare her/him to perform satisfactorily the tasks assigned.

1.33-3 Teachers of Related Subjects

A teacher of related subjects shall meet the qualifications of teachers of technical specialty courses and shall have a minimum of fifteen (15) quarter hours of approved college credits in each related subject taught. In addition, the person shall have had experience in education and/or related work experience adequate to carry out, under supervision, the objectives of the training program.

1.33-4 Cooperative Vocational Education Teacher-Coordiators

A teacher-coordinator shall hold a valid Montana teaching certificate and shall have earned a minimum of fifteen (15) quarter credits in vocational education, including philosophy of vocational education, administration of vocational education, cooperative coordination practices and procedures and a methods course in the area of certificate endorsement. In addition, the person shall have had at least 2,000 hours of occupational experience at wage earning pursuits other than the teaching profession and related to the area of instruction.

1.34 Program Planning and Evaluation Personnel

Personnel from the Vocational Skills component will obtain, review and evaluate vocational education data available from all sources within the state and will provide data necessary for planning and evaluation. They also will assist local personnel in determining the kinds of data needed and techniques of obtaining data for state use. Program planning and evaluation personnel will understand the philosophy and objectives of vocational education and will hold a bachelor's degree or, in lieu thereof, have such other qualifying education and work experience as the Superintendent of Public Instruction may require.

1.35 Other Ancillary Service Personnel

1.35-1 Vocational Guidance Supervisor

A Vocational Guidance Supervisor shall hold a valid Montana Class 3 administrative certificate with an endorsement in guidance and counseling and shall have earned a minimum of nine (9) quarter hours in applicable vocational education courses as may be required by state certification standards approved by the State Board. The person shall have had a minimum of three (3) years of successful experience as a counselor and three (3) years of administrative or supervisory experience, or a combination thereof. In addition, the person shall have had a minimum of two (2) years of occupational experience at wage-earning pursuits other than the teaching profession.

1.35-2 Vocational Counselor(s)

A vocational counselor shall hold at least a bachelor's degree and shall have earned a minimum of thirty (30) quarter hours in guidance and counseling, of which six (6) quarter credits must be in vocational guidance. In addition, the person shall have had a minimum of two (2) years of occupational experience at wage-earning pursuits other than the teaching profession.

1.35-3 Teacher Education Personnel

Teacher education personnel shall have at least a master's degree from a teacher education institution approved by the State Board and in the particular field of vocational education to be served. In addition, they shall have had a minimum of three (3) years of successful vocational teaching experience and shall meet the State Plan requirements for a teacher's certificate in one or more vocational fields in the State Plan. When the State Board determines that special experiences and education are the equivalent of the above requirements, these requirements may be waived.

1.35-4 Supervising Teacher

A supervising teacher shall be a certified vocational instructor under the provisions of the State Plan and in the field in which the person is to serve as a supervising teacher and shall have had a minimum of three (3) years of successful teaching experience in the specific vocational education field.

1.35-5 Supporting Staff

Supporting staff shall possess adequate education and experience to satisfy the employing institution and the State Board that they can function effectively in the positions for which they are employed.

1.4 Professional Personnel Preparation and Development

1.41 Policies and Procedures for Personnel Preparation and Development

The Board of Public Education shall contract as needed with any agency necessary to implement personnel preparation programs to provide competent

vocational education personnel at all educational levels. Appropriate leadership in generating and coordinating resources for professional development of vocational education personnel is provided through the position of Personnel Development Coordinator for Vocational Education. The coordinator is on the staff of the Superintendent of Public Instruction and is responsible for coordination of the state system for professional development and for the evaluation of professional development programs funded or administered by the Superintendent of Public Instruction.

This state professional development system consists of activities in the preservice and inservice areas, multi-college conferences, workshops, exchange programs with business and industry, and other programs and meetings necessary to insure the continuation and development of programs to provide competent vocational educators and support staff.

Monies from sources other than the EPDA are, and will continue to be, used in these activities.

1.41-1 Administrative Procedures

The Superintendent of Public Instruction and appropriate units of the university system have cooperatively assumed responsibility for assessing inservice and preservice training needs for vocational education personnel. On the basis of this assessment, and in cooperation with the State Board, long- and short-range goals and priorities will continue to be developed for both inservice and preservice training. Criteria have been established to assure that funded projects will meet the established needs. Project planning and development will be either an individual or a cooperative venture involving the local educational agency, the Superintendent of Public Instruction, the university system, business, labor and industry when applicable.

A general request for project applications, or an invitation to a selected institution meeting specified requirements for submission of a project application, will be issued when funds become available for use in

professional development. These project applications will be submitted on appropriate forms provided by the Superintendent of Public Instruction.

Projects will comply with state standards and when applicable with the standards of Section 553, Part F of the Education Professions Development Act, Public Law 90-35.

1.41-2 Elements of the Statewide System

An eight-step model for professional development has been developed to depict the statewide system for the professional development of vocational education personnel. (See Figure 1.) This model incorporates the determination of needs for inservice and preservice training. Represented in the model is a coordinated multi-agency approach. This approach will assure full utilization of available resources for inservice and preservice training of vocational education personnel. The delegated responsibilities of various organizations and agencies are as follows:

Assessment of need for personnel:
Superintendent of Public Instruction
Montana University System

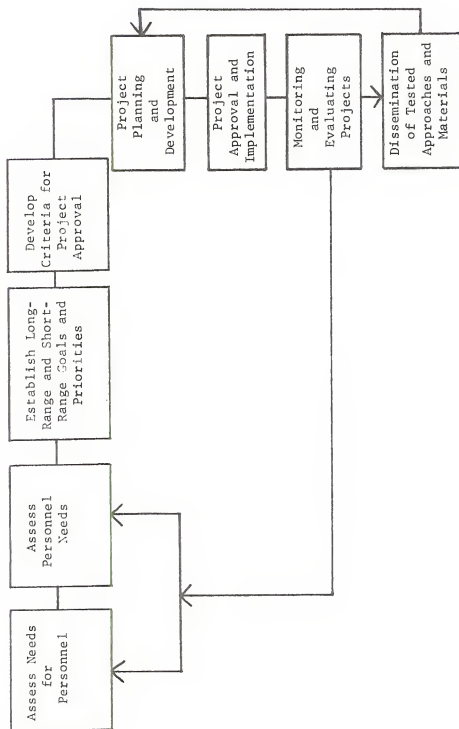
Assessment of training needs of vocational education personnel:
Superintendent of Public Instruction
Montana University System

Establishment of long-and short-range goals and priorities:
Superintendent of Public Instruction
Board of Public Education
Montana University System

Development of criteria for project approval:
Superintendent of Public Instruction
Board of Public Education

Planning and development of projects:
Superintendent of Public Instruction
Montana University System
local educational agencies
business
labor
industry

Figure 1
MODEL FOR PROFESSIONAL DEVELOPMENT
OF TEACHERS FOR VOCATIONAL EDUCATION



Approval of projects:

Superintendent of Public Instruction
Board of Public Education

Implementation of projects:

Superintendent of Public Instruction
Montana University System
local educational agencies
business
labor
industry

Monitoring and evaluating projects:

Superintendent of Public Instruction
Montana University System
local educational agencies
Professional Personnel Development
Advisory Committee

Dissemination of tested approaches and
materials:

Superintendent of Public Instruction
Montana University System
local educational agencies
Professional Personnel Development
Advisory Committee

1.41-3 Procedures to Meet Teacher Personnel Needs

- A. Provide personnel inservice training programs serving priorities established for vocational education personnel development.
- B. Initiate cooperatively developed agreements among state staff and other agencies or institutions for either inservice or preservice personnel preparation programs.
- C. Initiate cooperatively developed agreements among other agencies or institutions for either inservice or preservice personnel preparation programs.
- D. Initiate agreements between vocational education personnel and business and industry for inservice and preservice personnel training through exchange programs.
- E. Initiate inservice and preservice personnel preparation programs through short-term or regular programs conducted by colleges or universities.

1.42 Review and Modification of Personnel Qualification Standards

The State Board is responsible for approval of personnel qualifications standards in conformance with state law.

The standards will be reviewed annually by staff of the Office of the Superintendent of Public Instruction and other appropriate persons and institutions. This annual review will be concerned particularly, but not solely, with modifications necessary to allow the certification of personnel who will be needed for research, experimental, developmental, pilot and/or exemplary projects and programs. Recommendations will then be made by the Superintendent of Public Instruction to the Board of Public Education for consideration and action.

1.43 Determination of Personnel Preparation and Development Priorities

1.43-1 Annual Review of Priorities

To determine the validity of the priorities established for the personnel development program and to revise those priorities when necessary, staff of the State Superintendent, in cooperation with colleges, universities and local educational agencies, will review and restate the priorities annually. This annual review will consist of the following procedures.

- A. Comparison of existing statements of priorities for state personnel development with newer statements from federal and regional sources.
- B. Comparison of existing statements of priorities for state personnel development with the needs indicated by vocational educators, business, vocational teacher-educators, labor and industry in the state.
- C. Goals and objectives as set forth for teacher education in the State Plan, Part II.

- D. Review of cooperative arrangements evaluation reports.
- E. Review of progress toward meeting established priority training needs.
- F. Reexamination of existing priorities in light of newer federal, regional and state priorities, subproject evaluations and progress toward meeting objectives established for existing priorities.
- G. Restatement of priorities.

1.44 Advisory Committee

Members of the Advisory Council for Professional Personnel Development in Vocational Education shall be appointed by the Superintendent of Public Instruction.

1.44-1 Membership

The membership of the advisory council shall be five members selected from the Montana Advisory Council for Vocational Education.

1.44-2 Duties

The purpose of the advisory council is to assist the Superintendent of Public Instruction in the monitoring and evaluation of all professional development projects. In addition, the council will assist educational agencies, the Montana University System and the Superintendent of Public Instruction in the dissemination of tested approaches and materials emerging from professional personnel development projects.

1.45 Procedures for obtaining and Approving Projects and Activities

All institutions of higher education and local educational agencies are eligible to make application for funds to conduct projects or programs as part of the vocational education personnel development program.

The Superintendent of Public Instruction may secure proposals by sending a request for proposals to all local

education agencies and higher education institutions or make a limited solicitation to selected agencies to meet identified priorities.

1.45-1 Project Application Procedures

Three (3) copies of each project application will be submitted to the Superintendent of Public Instruction by an individual authorized to act for the institution or agency proposing the project. The project application will contain the following information:

- A. Statement of need including the priority upon which the project was developed.
- B. Goals and specific objectives of the project with a detailed plan for the achievement of each objective.
- C. Number and kinds of participants to be selected to participate in the project.
- D. Duration of the project.
- E. A statement explaining how the results of the project will be used to improve vocational education programs at the state and/or local level.
- F. A plan of the evaluation procedures to be utilized during and upon completion of the project.
- G. Staff positions necessary to conduct the project and qualifications of the personnel responsible for the project.
- H. Detailed budget.

1.45-2 Review of the Project Applications

Project applications will be reviewed and evaluated in terms of the following criteria:

- A. The project application is relevant to established priorities.
- B. The project objectives are well written in behavioral terms and are measurable.

- C. The project contains a viable evaluation procedure.
- D. The personnel designated in the project application are qualified for the activities they will administer.
- E. The project budget provides sufficient detail to justify the amount of funds requested.
- F. The time schedule is adequate to accomplish the objectives of the project.
- G. Inservice projects--the project application serves those teaching or serving in vocational education programs.
- H. Preservice projects--the project application encourages persons at all educational, social or nonprofessional levels to enter and remain in vocational education.

1.45-3 Action on Project Applications

Action on applications will be directed by the following policies and procedures:

- A. All proposals will be reviewed by the Coordinator of Personnel Development and other appropriate staff in the State Superintendent's office.
- B. Each project application will either be accepted or returned to the applicant for modification. If a project application is accepted, the applicant will be notified that the project application has been accepted for evaluation.
- C. Accepted project applications will be evaluated by a review committee according to established criteria. Committee members will be from the staff of the Superintendent of Public Instruction and will include the following persons:

1. Coordinator of Personnel Development
 2. Appropriate staff of the State Superintendent's office.
- D. Three (3) copies of each State Board approved EPDA, Part F 553 cooperative arrangement will be forwarded to the U.S. Office of Education, Region VIII.
- E. Applicants whose project applications are approved by the State Board will be notified in writing by the Superintendent of Public Instruction. This letter will include notification of the approved budget and the conditions under which the training institution is to accept the cooperative arrangement training project.
- F. Applicants whose project applications are deferred or disapproved will be notified by letter of such action and will have the right to a hearing according to the policies and procedures set forth in the State Plan.

1.46 Supplemental Funds

It is the policy of the State Board and the Superintendent of Public Instruction to provide opportunities for training and retraining of vocational education teachers, counselors, administrators and other support personnel to meet the needs of a rapidly expanding and changing vocational education program in Montana.

The State Board and Superintendent of Public Instruction provide assurance that federal funds received under Section 553, Part F of the Education Professions Development Act, Public Law 90-35, will not be used for seminars, symposiums, workshops or conferences unless such activities are a supplemental part of a continuing program of vocational education inservice and preservice training supported by the State Board and the Superintendent of Public Instruction. In no case will federal funds be used to supplant state and local funds.

1.47 Coordination with Other EPDA Programs

The State Board assures that, where feasible, cooperative planning and funding will guide the approval of all EFDA projects to avoid duplication of effort.

All planning activities involving the various parts of the EFDA programs are conducted under the general direction of the Assistant Superintendent for Program Coordination in the Office of the Superintendent of Public Instruction.

1.5 Program Evaluation

Evaluation procedures and instruments have been developed to assure that vocational education programs provide quality instruction and experiences for the students enrolled. Evaluation of vocational education programs will be the responsibility of individual program supervisors and other state staff as appropriate. Individual supervisors will visit, observe, interview, and discuss program operation with the program instructor(s), school administrator(s), and other pertinent individuals. Program supervisors will document their findings on a standardized evaluation form and distribute copies of the completed evaluation to the program instructor(s), school administrator(s), and the program files in the Office of the Superintendent of Public Instruction.

Supplemental and certain other vocational education programs which relate to several vocational areas will be reviewed and evaluated by a team of evaluators. The evaluation team may be made up of program supervisors, member(s) of the Montana Advisory Council for Vocational Education, and other individuals who may have an interest in specific areas. Standardized evaluation instruments will be utilized and distributed in the same manner as regular vocational program evaluation documents.

Vocational education programs will be evaluated on a periodic basis by individual program supervisors as explained in the program activities for each respective program in Table 3 of this plan. It must be noted that program evaluation will occur on a rotating basis as each supervisor is responsible for more programs than can effectively be evaluated in one school term. However, all programs will receive one on-site evaluation within a period of every four years. Supplemental and special programs will be evaluated on a yearly basis.

Special needs programs and exemplary programs will be evaluated individually each year by a contracted third party evaluator. The evaluator for each program will be selected by the program administrator and approved

as part of the State Board approved vocational program. The criteria for evaluation is found in the guidelines for the program applications.

1.51 Review and Evaluation of Personnel Preparation and Development

The criteria for reviewing and evaluating the personnel preparation development program will be derived from project objectives stated in an approved application. Criteria for successful attainment of an objective will be included as part of each objective.

The evaluation designed for an approved project will provide for the collection and analysis of data from which the evaluators can determine whether project objectives were attained. Decisions on the continuation or modification of a project will be based on a review of project evaluation information. The Superintendent of Public Instruction will provide for such a review of evaluation information for the state program and for projects conducted by members of the state staff. Local project directors will provide for the review of evaluation information for projects conducted by local agencies and institutions. Written recommendations for program improvement, based on the review of project evaluation information, will be submitted to the state office.

1.6 State Reports

The Superintendent of Public Instruction has provided this information in the General Provisions as amended by Section 511 in Public Law 93-380, Education Amendments of 1974.

1.7 Cooperative Arrangements

1.71 State Employment Service

The Superintendent of Public Instruction will periodically evaluate the cooperative agreement with the Montana Employment Security Division relative to state and local vocational education programs, services and activities in light of information regarding current and projected manpower needs and job opportunities on the local, state and national levels. (See 1.71 of Appendix II.)

1.72 Handicapped Persons

The Superintendent of Public Instruction will enter into cooperative agreements with the State Department of Social and Rehabilitation Services, Bureau of Indian Affairs, community action agencies and any other appropriate agencies to provide special vocational education programs for handicapped persons. An agreement has been made with the State Department of Social and Rehabilitation Services. (See 1.72 of Appendix II.)

The Special Education program in the Office of the Superintendent of Public Instruction has responsibilities for special education activities which include those related to persons in vocational education programs.

1.73 Other Agencies, Organizations and Institutions

- A. The Superintendent of Public Instruction, while in the process of developing vocational education programs, services and activities, may enter into cooperative agreements with such agencies, organizations and institutions concerned with manpower needs and job opportunities as institutions of higher education, model cities, business, labor, community action organizations, state and local vocational rehabilitation agencies, special educational agencies, public health agencies and private organizations. (See 1.73 of Appendix II.)
- B. Copies of such cooperative agreements between agencies, organizations or institutions will be forwarded to the U.S. Office of Education for filing with the State Plan at such time as such agreements are entered into.

1.74 Other States

- A. The Superintendent of Public Instruction may enter into cooperative agreements with one or more other states for the conduct and administration of vocational education programs, services and activities under the State Plan. Any contractual, cooperative agreements entered into shall conform to all laws, rules and regulations of all participating states as they pertain to the proposed State Plan and agreement.

- B. Copies of cooperative agreements will be forwarded to the U.S. Office of Education for filing with the State Plan.
- C. The State Board will periodically evaluate the cooperative agreements with other states relative to state and local vocational education programs, services and activities in light of information regarding current and projected manpower needs and job opportunities.

1.8 Vocational Education Under Contract

The State Board may contract with private institutions or agencies when the State Board has determined that such organizations can provide education and training at a lesser cost or can provide equipment or services not available in public agencies. Policies and procedures governing such contracts will assure that the following requirements are met.

- A. That each contract be in writing.
- B. That the contract incorporate the applicable standards and requirements contained in the State Plan and prescribed by the State Board.
- C. That each contract be in accordance with state and local laws.
- D. That the instruction be conducted as part of the state and local program under the supervision of the Superintendent of Public Instruction.
- E. That the contract constitute a reasonable and prudent use of funds available under the State Plan.
- F. That each contract include an assurance that all funds paid to a contracting agency or institution will be used only to lower the rate of or eliminate tuition, fees and other charges that would otherwise be collected from the parties concerned.
- G. That such contracts be reviewed at least annually.

1.81 Private Postsecondary Vocational Training Institutions

The State Board may contract with private postsecondary vocational training institutions to provide vocational education training not otherwise available at a lesser cost in public agencies provided that

policies and procedures governing such contracts shall be such as to assure that the requirements set forth in 1.8 are met.

1.82 Other Agencies and Institutions

The State Board may contract with other agencies and institutions such as, but not limited to, institutions of higher education to provide vocational education where such agencies and institutions can make significant contributions toward attaining the objectives of the State Plan.

1.9 Construction Requirements of State Designated Postsecondary Vocational Technical Education Centers

The Superintendent of Public Instruction has provided this information in the General Provisions as amended by Section 511 in Public Law 93-380, Education Amendments of 1974.

1.10A Effective Use of Results of Program and Experience

The State Board will assure that effective use will be made of the results of experience gained in conducting programs and projects assisted under Parts C, Research and Training in Vocational Education; D, Exemplary Programs and Projects; E, Residential Vocational Education; F, Consumer and Homemaking Education; G, Cooperative Vocational Education Programs; H, Work-Study Programs for Vocational Education Students; and I, Curriculum Development in Vocational and Technical Education of the Act.

- A. The State Board, through the Superintendent of Public Instruction, will gather and disseminate information about programs and projects assisted under Parts C through I of the Act. Information will be gathered through local agency applications, questionnaires, meetings, visitations, follow-up studies and evaluation. Dissemination will be through the press, radio, television, printed materials, reports, public hearings, conferences and other meetings.
- B. Information that is gathered regarding programs and projects assisted under Parts C through I of the Act will be evaluated to determine its effective use for programs under all parts of the Act. The Superintendent will

make recommendations to the State Board regarding the efficient total use of this information.

- C. Inservice training programs will be conducted for persons responsible for gathering and disseminating information. Inservice and preservice sessions also will be conducted for personnel who may be responsible for developing new programs. Inservice training for the purpose of informing personnel regarding programs and projects under these parts of the Act will be provided for state staff, teacher education staff, local educational agency teacher staffs, local educational agency administrative and supervisory staffs, business and industry personnel, labor personnel and for any other groups which play a cooperative role in meeting vocational education objectives.
- D. The State Board will assure that other activities will be conducted to insure acceptance and implementation of change and new directions in vocational education. Informative meetings designed to orient individuals and various population groups to new directions will be held throughout the state under the sponsorship of the Superintendent of Public Instruction. Conferences to promote new ideas and to disseminate information on successful programs will be held for educational administrative groups, teacher groups, business and industry groups, service organizations, the Montana Vocational Association, the Montana Education Association, youth organizations, minority groups, women's organizations, depressed area representatives, representatives of the handicapped, disadvantaged and unemployed and for any other interested groups.

1.10B Opportunity for Hearings on Local Applications

Pursuant to 45 U.S.C. 1263(a)(13) and 45 C.F.R. 102.43, the following procedures are established whereby any local educational agency dissatisfied with final action upon an application for federal funds for vocational education will be given notice of and the opportunity for hearing upon such action.

- A. The Superintendent of Public Instruction shall promptly notify in writing any local educational agency which has submitted an application for federal funds for vocational education of the action taken upon the application. If the action is unfavorable, the Superintendent of Public Instruction shall also inform the local educational agency of the reasons for such action and of procedures for reconsideration.

- B. Within 20 days of the receipt of notification by the Superintendent of Public Instruction a local educational agency which is dissatisfied with the final action upon its application may request a hearing for reconsideration of the action. The request shall be addressed to the Board of Public Education and sent to the Superintendent of Public Instruction. The request shall contain:

1. a brief statement of the reasons, which may include the facts and law, for which the local educational agency believes the action should be altered;
2. a list of documents which the local educational agency intends to produce at the hearing; and,
3. a list of the names and addresses of witnesses which the local educational agency intends to examine at the hearing.

Except upon a showing of good cause for the omission, witnesses or documents which are not listed shall not be allowed to testify or be introduced, respectively, at the hearing.

- C. The Superintendent of Public Instruction shall acknowledge in writing receipt of the request for hearing within ten (10) days and place the matter on the agenda of the next regular meeting of the Board of Public Education. Not less than thirty (30) days before the next regular meeting of the Board of Public Education, the Superintendent of Public Instruction shall notify in writing the local educational agency of the date, time and place of the meeting.

If hearing at the next regular meeting of the Board of Public Education would impose an unusual hardship upon the local education agency, the agency may petition that the hearing be held at the regular meeting of the Board of Public Education following the meeting slated in the notice by the Superintendent. Upon receipt of the petition, the Superintendent of Public Instruction shall remove the local education agency's request from the agenda of the meeting at which it was first scheduled, place on the agenda of the meeting following and notify the local educational agency of the time, date and place of the next meeting in a timely manner. Only one such extension of time shall be granted.

- D. No later than ten (10) days before the date of the meeting, the local educational agency shall submit a statement in support of the reasons in B.1.
- E. The Board of Public Education shall reconsider action at the time, date and place contained in the notice. The Board shall:

1. Regulate the course of hearing;
 2. Receive evidence for and against the final action;
 3. Make rulings upon any motions relevant to the final action; and
 4. Make a final decision upon the request.
- F. At the hearing, the local educational agency shall bear the burden of supporting its application. Subject to the power of the Board of Public Education to regulate the conduct of the hearing, the order in which the matter will be presented is as follows:
1. Statement by the local educational agency describing its application, the final action of the Board of Public Education and the reasons for the action, and the reasons for which the local educational agency seeks reconsideration followed by testimony and evidence, if any, in support of the reasons for reconsideration;
 2. Statement, testimony and evidence, if any, in support of the final action of the Board of Public Education; and,
 3. If a statement, testimony or evidence is offered in support of the final action, rebuttal by the local educational agency.
- Though local educational agencies should make the fullest presentation to the Board of Public Education, strict adherence to trial-type procedures is not required and an agency may make an informal presentation to the Board. It is suggested that presentations be relevant, clear and brief and that the presentation of irrelevant or redundant material be avoided.
- G. Any person or party appearing at the hearing may be accompanied, advised and represented by counsel of his or its choosing. Counsel may be an attorney-at-law. This does not obligate the Board of Public Education to provide counsel or bear the expense of counsel for a person or party.
- H. After hearing, the Board of Public Education shall consider the application and decide the matter based on the testimony, exhibits, and other materials filed with the Board. The decision shall be in writing and include reasons or findings of fact and conclusions of law. Not later than ten (10) days following the decision, the Superintendent of Public Instruction shall send the decision to the local educational agency.
- I. The record of the hearing shall consist of a transcript of the testimony, the exhibits and all other papers filed in

the proceeding. Copies of the record will be provided upon request of a party and upon the payment of the cost of reproducing the record.

- J. If any local educational agency is dissatisfied with the final action of the Board of Public Education with respect to its application for grant for vocational education, the local educational agency may, within sixty (60) days of the decision or notification of the final action, whichever is later, file with the United States Court of Appeals for the Ninth Circuit a petition for review of the final action.

1.10C Economically Depressed Areas or High Unemployment Areas

In determining which areas and communities of the state are "economically depressed areas," "economically depressed communities" or "areas of high unemployment," the State Board will rely upon the determinations made by the Secretary of Commerce of areas eligible for designation as "redevelopment areas" pursuant to Section 401 of the Public Works and Economic Development Act of 1965 (42 U.S.C. 3161).

If the State Board determines that the use of such determinations by the Secretary of Commerce is impractical or undesirable, either because the areas so designated are too large in size or too few in number, the State Board may designate such other areas or communities of smaller size (such as school districts, school attendance areas therein, urban renewal areas or model city areas) which, on the basis of the most recent information available, meet either the following criteria or more stringent criteria as the State Board may deem necessary.

- A. The current rate of unemployment is at least 6 percent or
- B. the median family income in the area is not more than 40 percent of the national median.
- C. Other valid and appropriate indices of economic depression.

The sources of information regarding unemployment rates, median family income and other indices of economic depression include the Montana Employment Security Commission, urban renewal, labor, management, model cities and other state and federal agencies carrying out statistical research and analysis regarding economic depression. Information used for designation of such areas will be the most recent available and will be updated at least annually.

1.10D Areas of High Youth Unemployment or School Dropouts

A. Definitions

"Youth unemployment" refers to unemployed persons sixteen (16) through twenty (20) years of age.

"School dropout" refers to a student who leaves an elementary or secondary school for any reason, except death, before graduation from secondary school or before the completion of a program of studies and without transferring to another school.

B. Designation of Areas

The State Board will designate areas of the state (including local school districts or school attendance areas therein, urban renewal areas or model cities areas) as areas of "high concentration of youth unemployment and school dropouts" on the basis of the most recent statistical information made available, provided that such information is certified and the areas identified as meeting the definition and criteria for such designation by an authorized official of recognized authority in such agencies as the Department of Planning and Economic Development, the Montana Employment Security Commission, the Office of the Superintendent of Public Instruction or local agencies. Such supporting information will be compared with reports of the following.

1. Employment data compiled and released at state and local levels by the Montana Employment Security Commission.
2. Reports of the Superintendent of Public Instruction.
3. Data compiled by local, private and public school districts.
4. Data compiled by other appropriate local, state and federal agencies.

The State Board will designate as "areas of high concentration of youth unemployment or school dropouts" those which meet the following criteria (or more strict criteria as may be deemed appropriate).

1. The current rate of youth unemployment is at least 12 percent.
2. The current school dropout rate is in excess of the overall state dropout rate.

C. Dropout Rates

Individuals will be considered dropouts according to the definition above. They will be considered dropouts whether their exit from school programs occurs during or between regular school terms, before or after having passed the compulsory school attendance age of sixteen (16) and, where applicable, whether or not they have acquired the skills and gained the knowledge for entry employment. The number of dropouts will be computed on the basis of the above criteria for local school districts as well as on a statewide basis.

D. Youth Unemployment Rates

Youth unemployment will be computed on the basis of the number of youth sixteen (16) through twenty (20) years of age who are unemployed in a given geographic area such as a county, city, school district or attendance area therein or any other identifiable area of the state.

E. Sources of Recency of Information

Sources of information will be those outlined in 1.10D, B, above. The State Board will use the most recent information available and will update such information annually or whenever practical.

2.0 Fiscal Control and Fund Accounting Procedures

The Superintendent of Public Instruction has provided this information in the General provisions as amended by Section 511 in Public Law 93-380, Education Amendments of 1974.

3.0 State Vocational Education Programs

3.1 Allocation of Funds to Part B

3.10 Purposes

Federal funds appropriated and allotted to the states for the purpose of Part B of the Act will be used for vocational education programs, services and activities for persons in high school, persons who have completed or left high school and who are available for study in preparation for entering the labor market, persons who already have entered the labor market and need training to achieve stability or advancement in employment, disadvantaged persons, handicapped persons and persons with limited English speaking ability.

Local educational agencies will prepare and submit program applications to the Superintendent of Public Instruction annually, or as the need for training arises. All local applications will be reviewed by members of staff of the Superintendent Public Instruction and will be submitted to the State Board for action. An annual and a long-range State Plan will be developed and made available to all persons and local agencies interested in its use. State Plans will be reviewed by the State Advisory Council and participants of a public hearing and will be submitted to the State Board for review and action as required by the Act.

In the allocation of funds to local educational agencies, the State Board will consider the relative importance of such factors as economic growth potential, current and projected industrial and business development, job opportunities and available vocational education resources.

3.11 Percentage Requirements

The State Board will allocate funds within the percentage requirements of the Act for programs for disadvantaged persons, handicapped persons, post-secondary vocational education and consumer and home-making education, and within the statewide matching requirements except when a waiver of percentage requirements has been obtained. If an expenditure for vocational education falls within more than one of the use categories to which percentage allocation requirements apply, the expenditure may be counted in only one of the use categories for the purpose of meeting the percentage allocation requirements of the Act. The State Board will allocate funds within the percentage requirements set forth in Section 102.59 of the Federal Rules and Regulations. (See 3.11 of Appendix III.)

3.12 Identification of Disadvantaged Persons

The basic criterion for participation in the disadvantaged program is inability to succeed in regular vocational education programs without special assistance. Persons who need special assistance to succeed in vocational education, regardless of the individual's disadvantage or the definition used to identify such persons, are eligible under the vocational education definition. Identifying individual and

specific causes of inability to succeed is not necessary for eligibility. The effect(s) of a handicap manifested in individual cases of inability to succeed is the key factor in determining eligibility.

In accordance with the Vocational Education Amendments of 1968, P.L. 90-576, Part A, Section 102(b) or Part B, Section 102(a), the State Board will not identify disadvantaged persons by any group or class outside the vocational education inability context, no matter how clear the group's common characteristics of poverty, illiteracy or other misfortune. Identification will be determined on an individual basis.

The State Board and local agencies conducting programs for disadvantaged persons will utilize qualified personnel and appropriate agencies to identify such persons. Guidance counselors and psychometricians will administer and interpret such tests as the Wechsler Intelligence scale for children, Wechsler Adult Intelligence scale as well as educationally-accepted aptitude and vocational interest tests for occupation education placement. Academic achievement tests will also be utilized and cumulative files will be kept by the local educational agency conducting such programs. School attendance records and deviant behavior from accepted social norms as related to family, school and community will be additional identifiers of such persons.

Social data gathered by the Department of Public Welfare on the family constellation will become part of the identifying information. Other local and state agencies working with disadvantaged persons will be contacted with reference to health records, employment history, economic status, job opportunities, employment requirements and employment demands.

Disadvantaged persons also will be identified from information on persons who have been academically, culturally, or linguistically handicapped and/or persons handicapped by poverty, neglect or delinquency. This information will be obtained from the Department of Public Welfare, the Montana Employment Security Division, state and local manpower planning advisory councils, Bureau of Indian Affairs and other appropriate private local, state and federal agencies. If appropriate, procedures, criteria and norms for identifying such persons will be consistent with those used by the agencies named above.

The State Board, through the Superintendent of Public Instruction, will be responsible for identifying disadvantaged persons and for developing recruitment procedures through local school districts for enrollment of such persons in vocational education programs. Planning and evaluation staff in the State Superintendent's office will assist in developing identification procedures and will provide assistance on how to gather data which may be used for periodic evaluation of programs for the disadvantaged to assure that the vocational education needs of disadvantaged persons are met. (See 3.12 of Legal Appendix.)

Training programs for the disadvantaged will not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described above to identify the disadvantaged. (See 3.12 of Appendix VII and 3.12 of Appendix VIII.)

3.13 Identification of Handicapped Persons

The basic criterion for participation in the handicapped program is inability to succeed in regular vocational education programs without special assistance. Persons who need special assistance to succeed in vocational education, regardless of the individual's handicap or the definition used to identify such persons, are eligible under the vocational education definition. The handicap must interfere with, or be expected to interfere with, the success of the handicapped person in a vocational education program. Each person's inability to succeed without special assistance will be determined individually. (See 3.13 of Appendix IX.)

The State Board and local agencies conducting programs for handicapped persons will identify such persons by using data available from the Department of Social and Rehabilitation Services, state and local manpower planning advisory councils, the Montana Employment Security Division, local school testing, diagnostic, guidance and counseling departments, testing and diagnostic clinics, health services and any other appropriate agencies which may provide such information. The State Board, through the Superintendent of Public Instruction, will be responsible for identifying such persons and initiating vocational education programs to be conducted by a local school district or agency. Planning and evaluation staff in the State Superintendent's office will assist in developing identification procedures and will

provide assistance on how to gather data which may be used for periodic evaluation of programs for the handicapped to assure that the vocational education needs of the handicapped are met.

Handicapped persons will be identified by qualified personnel and acceptable agencies through the administration and interpretation of appropriate tests and screening devices as used by the Department of Social and Rehabilitation Services and other state and local agencies. If appropriate, procedures, criteria and norms for identifying such persons will be consistent with those used by the agencies named above, as well as with those used by other professional personnel.

- A. Mentally retarded individuals will be identified by a psychometrician or psychologist who will administer and interpret the Wechsler Intelligence scale for children, the Wechsler Adult Intelligence scale or the Stanford-Binet Individual Mental Test. A score of seventy-five (75) or below on any of the above tests will qualify an individual for placement in a special program for the handicapped.
- B. The acoustically handicapped will be screened and evaluated by audiologists.
- C. Speech pathologists will test, evaluate and screen individuals with speech defects for placement in a special program.
- D. A psychologist, psychiatrist or qualified guidance counselor will identify and work with the emotionally disturbed following evaluations and recommendations by mental hygiene clinics regarding placement in programs for such persons.
- E. Medical reports submitted by ophthalmologists will be used to identify visually handicapped persons.

3.14 Manpower Needs and Job Opportunities

In deciding the allocation of funds, the State Board will consider manpower needs and job opportunities as determined pursuant to 3.26-1 of the State Plan. The State Board, with the aid of the Montana State Advisory Council for Vocational Education, will analyze labor market data from such sources as the

Montana Employment Security Division, private and industrial employment agencies; local school districts and municipal surveys; national and regional surveys; labor and management; professional organizations; local and state manpower planning advisory councils; the Montana State Rural Areas Development Committee; the Finance, Planning and Evaluation component; the Bureau of Apprenticeship and Training; the Bureau of Business Research; the Upper Midwest Development Commission; and the Department of Planning and Economic Development.

Consideration of data obtained through cooperative research arrangements will be reflected in the annual and long-range plans. Data contained in the annual local applications will be used in determining manpower needs and job opportunities. Special consideration will be given to new and emerging needs and opportunities on the local, state and national levels.

3.15 Vocational Education Needs of Groups to be Served

The State Board will identify and give due consideration to the vocational education needs of all population groups, especially the needs of the following groups.

- A. Persons in high schools.
- B. Persons who have completed or left high school and who require preparation for entry employment.
- C. Persons already in the labor market who need training or retraining to remain employed or to be advanced in positions.
- D. Disadvantaged and handicapped persons determined according to 3.12, 3.13 and 3.26-2 of this part.

Due consideration will be given to the above groups in allocating funds according to the following.

- A. At least fifteen (15) percent of the total allotment for any fiscal year to the state of funds appropriated under Section 102(a) of the Act will be used only for vocational education for disadvantaged persons.
- B. At least ten (10) percent of the total allotment for any fiscal year to the state of funds appropriated under Section 102(a) of the Act will

be used only for vocational education for handicapped persons.

- C. At least fifteen (15) percent of the total allotment for any fiscal year to the state of funds appropriated under Section 102(a) of the Act will be used only for postsecondary vocational education.

Results of periodic vocational education program evaluations will be considered by the State Board in determining the vocational education needs of all population groups. (See 3.15 of the Legal Appendix.)

3.2 Allocation of Funds to Local Educational Agencies for Programs, Services and Activities

The State Board, in making allocations to local educational agencies, will consider such factors as tax resources, current and projected industrial and business development, types of jobs available, and local vocational education resources as related to the needs of persons seeking education for employability. (See 3.2 of the Legal Appendix.)

3.21 Local Applications

The local educational agency will prepare and submit to the State Board a plan for the implementation and operation of a program of vocational education. The plan will show annual needs and a five-year projection, including the following.

- A. A description of the proposed programs, services, equipment and activities for which funds are being requested, including evaluation activities meeting the requirements of the State Plan.
- B. Qualifications of the staff which will be responsible for implementing and conducting the program or project.
- C. Justification of the amounts of federal and state funds requested and information on the amounts and sources of other funds available for the programs, services and activities including local funds.
- D. Information indicating the application has been developed in consultation with appropriate local advisory councils along with an inventory of

educational and training resources available in the areas to be served by the local educational agency.

- E. Information indicating that the programs, services and activities proposed in the application will contribute measurably toward career preparation for the persons to be served.
- F. A plan, extending five years from the date of application, outlining intentions for meeting the vocational education needs of projected student populations in the area or community to be served by the local educational agency and related to the cooperative area manpower plan, where applicable.
- G. Information indicating the means by which the programs, services and activities proposed in the application will contribute measurably toward meeting the needs set forth in the application.

The application also will contain such other information as may be required by the State Board in determining allocation of state and federal funds and in determining whether the programs, services and activities proposed therein will otherwise meet all other applicable requirements of federal and state legislation and the State Plan.

Application forms which local educational agencies will be required to complete in applying for allocations of federal and state vocational education funds administered through the State Board are those for implementation and operation of postsecondary vocational-technical education centers, construction of vocational education schools, construction of residential vocational education schools, programs for the disadvantaged and the handicapped, community college postsecondary vocational education programs, vocational education programs of units of the Montana University System, teacher training programs and high school programs. (See 3.21 of the Legal Appendix.)

3.22 Procedures for Processing Local Applications for Vocational Education Programs, Services and Activities

3.22-1 Programs, Services and Activities Undertaken by the State Board

The State Board will receive, appraise and process all applications submitted by state

postsecondary vocational-technical education centers, units of the Montana University System and other state agencies. The State Board will approve those programs, services and activities necessary to insure that the purposes of this Act and State Plan are met. Application forms will be submitted to the Superintendent of Public Instruction as Executive Officer of the State Board. The State Board will have the sole authority for approval of vocational education programs and construction projects and budgets for either or both purposes. Decisions of the State Board regarding project applications will be reported to applicants by letter from the Superintendent of Public Instruction. (See 3.22 of Appendix IV.)

3.22-2 Programs, Services and Activities Undertaken by Local Educational Agencies

Each proposal or application by a local educational agency is to be submitted to the Superintendent of Public Instruction pursuant to 3.21 of this State Plan.

Each project application will be transmitted, with recommendations by the Superintendent of Public Instruction, to the State Board, which will determine its potential contribution to the purposes of the Act, the State Plan and the training and retraining needs of the state and its people. Decisions of the State Board will be reported to applicants by letter from the Superintendent of Public Instruction.

3.22-3 Coordination with Other State Agencies

In coordinating efforts with other state agencies, the State Board will maintain communication with other state agencies when acting on or approving projects pursuant to 3.22-1 or 3.22-2 of this plan. Communications will be directed to appropriate administrative officers in the Department of Social and Rehabilitation Services, State Office of Economic Opportunity

Coordinator, Department of Public Welfare, Bureau of Indian Affairs or any other state and/or local agency working cooperatively with vocational education programs for the handicapped or disadvantaged.

3.23 Procedures for Processing Local Applications for Construction

3.23-1 Projects Undertaken by the State Board

Administrative officers of a local district in which a state-designated postsecondary vocational-technical education center is located will prepare an application according to 3.21 of this part of the State Plan for construction of new buildings and/or for acquisition, expansion, remodeling and alteration of existing buildings. Applications may include cost for site grading, improvements, architectural fees and purchase of initial equipment. Applications will be submitted at such time and in such form as may be specified by the State Board pursuant to Section 75-7707, R.C.M., 1947, as amended. Applications are to be presented to the Superintendent of Public Instruction who will review applications and present them, along with recommendations, to the State Board. Decisions of the State Board will be reported to applicants by letter from the Superintendent of Public Instruction.

3.23-2 Projects Undertaken by Local Educational Agencies

The local educational agency will initiate applications for construction, programs and services pursuant to 3.23-1 of this State Plan. Applications will be based upon research and documentation of educational, employment and human needs of the area of the state to be served. Applications will describe the proposed facility and indicate the ability of the local educational agency to provide vocational education programs compatible with the expressed and implied educational objectives of the Act and the State Plan. Procedures for initiating and submitting applications, along with administrative procedures and policy which the

State Board will employ in processing applications from local educational agencies will be in accord with 3.23-1 of this State Plan.

3.23-3 Coordination with Other State Agencies

In coordinating efforts with other state agencies, the State Board will maintain communication with other state agencies when acting on or approving projects pursuant to 3.23-1 or 3.23-2 of this State Plan.

3.24 Maintenance of Effort

The Superintendent of Public Instruction has provided this information in the General Provisions as amended by Section 511 in Public Law 93-380, Education Amendments of 1974.

No payments of federal funds under the Act will be made in any fiscal year to any local educational agency unless the State Board finds that the combined fiscal effort of that agency and the state, with respect to the provision of vocational education by that agency for the preceding fiscal year was not less than such combined fiscal effort for that purpose for the second preceding year.

3.25 Matching

3.25-1 Overall State Matching

The State Board will allocate federal funds within the percentage requirements of the Act for disadvantaged persons, handicapped persons, postsecondary vocational education and consumer and homemaking education. These funds will be allocated within the statewide matching requirements of at least one dollar of state and/or local funds for each dollar of federal funds expended under the State Plan for vocational education programs, services and activities under Part B of the Act. The matching requirements will not be administered in a manner which requires local educational agencies to match federal funds at a percentage ratio uniform throughout the state.

3.25-2 Reasonable Tax Effort

The State Board will use the procedure outlined in 3.26-3 of this State Plan for determining the tax effort of a local educational agency. The tax effort of a local educational agency will be considered reasonable when it is equal to or greater than the state average tax effort. The data upon which the formula for computing the local tax effort is based will be updated annually. These data will be taken from the Annual Report of School Trustees submitted by each local educational agency to the Superintendent of Public Instruction.

No local educational agency using its taxing authority to make a tax effort equal to or exceeding the state average tax effort will be denied funds for the establishment of new vocational education programs solely because it is unable to pay the non-federal share of the cost of such programs. This provision does not apply to state-designated post-secondary vocational-technical education centers for vocational education nor to other state institutions funded through direct appropriations of the state legislature but does apply to local school systems which are funded by appropriations from the general tax revenues of a political subdivision such as a city or county as well as local school systems having taxing authority exclusively for public school purposes.

3.26 Criteria for Determining Relative Priority of Local Applications

- A. The State Board will consider local applications for federal funds appropriated and granted to the State of Montana to be used for vocational education programs, services and activities for the following persons.
1. Persons in high school.
 2. Persons who have left or completed high school and who are available for study in preparation for entering the labor market.
 3. Persons who already have entered the labor market and who need training or retraining to achieve job stability or advancement in employment.

4. Disadvantaged persons.
 5. Handicapped persons.
 6. Persons in business and industry.
- B. The local educational agency will prepare and present to the State Board, through the Superintendent of Public Instruction, a plan for vocational education. The plan will show the annual needs and an annually renewable five-year projection. The plan will include the following.
1. Vocational education programs, services and activities to meet the identified needs.
 2. Objectives of programs and provisions for evaluation.
 3. Estimated costs of programs, services and activities.
 4. Population groups to be served in the geographic service area.
 5. Manpower needs and job opportunities.
 6. Evidence of consultation with advisory committees, local business committees and others, such as the Montana Manpower Planning Advisory Council.
 7. Statements of unusual circumstances or situations affecting the local plan for proposed programs, services and activities.
- C. The State Board will consider the plans and programs of local educational agencies as submitted and recommended by the Superintendent of Public Instruction and will assign them priority for allocation of funds in relationship to the following general considerations.
1. Manpower needs and job opportunities.
 2. Differences in vocational education needs.
 3. Relative ability to pay.
 4. Relative or excessive costs of programs, services and activities.

5. Results of periodic evaluations of state and local vocational education programs, services and activities.
6. The relative educational needs of all population groups in the state, with particular reference to the needs of persons with academic, socio-economic, mental or physical handicaps which prevent them from succeeding in regular vocational education programs without additional assistance.
7. The economic capability of the community as evidenced by, but not limited to, such factors as depressed area designation and high rate of unemployment.
8. Special factors occasioned by geographical isolation and/or population sparsity.

3.26-1 Manpower Needs and Job Opportunities

The State Board will analyze labor market data from sources such as the Montana Employment Security Division, private employment agencies, local agencies, state agencies, national agencies, employers, employees, professional organizations, employer organizations and the Montana Manpower Planning Advisory Council in identifying current and projected manpower needs and job opportunities. The data will be used to determine the relative priorities of each of the Part B program purposes, as well as to determine the relative priority of applications for programs submitted by local educational agencies.

Consideration of the information obtained through the previously defined cooperative arrangements and through periodic evaluations will be reflected in the annual and long-range plans. Data contained in the annual project applications and follow-up studies will be considered in determining manpower needs and job opportunities.

3.26-2 Vocational Education Needs

- A. In allocating funds to local educational agencies, the State Board will consider the relative vocational education needs

of all population groups pursuant to 3.1 of this State Plan, to all geographical areas and communities in the state and particularly to disadvantaged and handicapped persons.

- B. In assessing the relative vocational education needs of the state and the various population groups, the State Board will give particular consideration to applications from those local educational agencies that will have to assume the additional financial burden of providing disadvantaged and handicapped students with special services, such as compensatory and bilingual courses.
- C. In identifying the vocational education needs, first priority will be given to programs for the disadvantaged and the handicapped. The State Board will consider the following factors.
 - 1. The number of disadvantaged persons in the area.
 - 2. The number of handicapped persons in the area.
 - 3. The availability of economic, educational and social service resources in the area.

Data gathered by the State Board and additional data gathered from such agencies as the Montana Employment Security Commission will be reviewed to determine these three factors.

3.26-3 Relative Ability to Provide Resources

Schools providing vocational education in the State of Montana receive financial support at the state and local levels through enactment of specific legislation which provides for sources of such funding for postsecondary vocational-technical education centers, community colleges, the Montana University System and the secondary school system.

- A. In allocating funds among local educational agencies which are supported in whole or in part by local tax revenues, the State Board will give due consideration to their relative abilities to provide resources necessary to meet the vocational education needs in the areas or communities served by these agencies.
- B. The State Board will use the adjusted effort factor method in computing the local educational agency's relative ability to pay its share for support of vocational education.
- C. The State Board will use the adjusted effort factor method of computation in determining the local educational agency's relative ability to pay. The adjusted effort factor will be determined by utilizing the following formula.

Relative ability to pay factor: Determined for two groups (depressed and non-depressed) of the school district.

$$\text{Ability to pay} = \frac{\text{School district taxable valuation per ANB*}}{\text{State average taxable valuation per ANB*}}$$

A factor of one (1) or more indicates an ability to pay equal to or greater than the average.

Unadjusted effort to pay factor:

$$\text{Unadjusted effort to pay factor} = \frac{\text{District revenue from local sources per ANB*}}{\text{Average revenue from local sources per ANB*}}$$

A factor of one (1) or more indicates an effort to pay equal to or greater than the average.

* ANB means the average number of pupils belonging to a school, computed on the basis of Montana's school membership formula.

Unadjusted effort factor: This factor is the ratio of the "unadjusted effort to pay factor" to the "relative ability to pay factor" and indicates whether the district's effort to pay is greater or lesser than the ability to pay as compared to the average of all school districts in the state.

Adjusted effort factor =
$$\frac{\text{Unadjusted effort to pay factor}}{\text{Relative ability to pay factor}}$$

A factor of one (1) or more indicates an adjusted effort equal to or greater than the average.

- D. State financed institutions, boards of cooperative services, community colleges and state-designated postsecondary vocational-technical education centers will be considered to have the same relative ability to pay as the state average.
- E. The data used in the formula for the adjusted effort factor will be updated annually and will be taken from the Annual Report of County Superintendents submitted for each school district to the Superintendent of Public Instruction.
- F. If the State Board determines, on the basis of reliable sources of information and documentation, that conditions exist which require special consideration, it may reimburse programs at a rate which it deems such special conditions warrant.

3.26-4 Relative Costs of Programs, Services and Activities

- A. In allocating funds to local educational agencies, the State Board will give due consideration to the cost of the programs, services and activities which are in excess of that normally attributable to the cost

of education provided by local educational agencies.

- B. The local educational agency will submit information showing any excess costs for program operation. These costs will be compared to the statewide average for program operation. Information relative to the statewide costs of operation may be found in the Office of the Superintendent of Public Instruction.
- C. Those school districts with relative costs in excess of the statewide average may be reimbursed at a greater rate, depending upon the degree of excess costs. The State Board will consider each case on its own merit.

3.26-5 Other Criteria of the State

Since the population of the state is distributed throughout a large geographic area, special consideration will be given to outlying districts removed from major population centers to assure that equality of educational opportunity through quality vocational education programs exists for persons living in remote and sparsely populated areas.

Prevocational and job orientation courses will be developed in small secondary schools. These courses may lead to transfer to post-secondary institutions or may lead to entry employment, depending upon the orientation of the instruction provided.

The State Board will give special consideration to the Indian population and other minority groups of Montana to assure equality of educational opportunities. The Bureau of Indian Affairs will be consulted, as will tribal councils and other appropriate agencies and groups concerned.

Migrant workers and their families will be identified and vocational education programs will be developed to meet their needs.

3.27 Application of Criteria in Determining the Relative Priority of Local Applications

From the federal funds allotted to it under Part B of the Act, the State Board will allocate funds to local educational agencies in a manner which will fulfill the statewide matching requirements, support the maintenance of vocational education efforts, assure reasonable tax effort requirements and meet the requirements outlined in 3.24, 3.25 and 3.26 of this part. In addition, the formula will be used to allocate state-appropriated vocational education funds to secondary schools, state institutions, community colleges and units of the university system.

- A. The State Board, in determining priorities for local project application approval, will use the State Scale of Weights Criteria, taking into consideration such factors as manpower and employment needs, vocational education needs of the population, relative ability to pay, excess costs, economically depressed areas, dropout and youth unemployment areas and demonstration and pilot projects. The percentage amount of the federal share of the total costs of local programs, services and activities will be allocated on a statewide basis according to the requirements of the Act and the budget requirements as shown in Part II of the State Plan.
- B. The State Board will use a weighted criteria system for determining allocation of vocational education funds to local educational agencies. A scale will be used to establish priority rank among the various school or agency vocational education program applications. The scale which will be used is divided into four categories with assigned values of from one through five and a fifth category of 20 points. The major factor considerations for rating are as follows.
 1. Manpower Needs: Weight--4, possible points--20. The local educational agencies are ranked on the basis of manpower needs within the local, state or regional areas which are to be served. Statistics available from the Montana Employment Security Commission, or local offices thereof, will be used to rank local educational agencies. The two factors to be considered are the annual average number of unfilled jobs in the

region in which the local educational agency is located and the annual average percentage of unemployment in each region of the state. The number of unfilled jobs for the state will be established from the employment security records. Each region will be ranked on the one to five scale.

The following scale will be used to determine the point value of this factor for each school.

13% or more of the unfilled jobs . . .	5 points
10-12% of the unfilled jobs	4 points
7- 9% of the unfilled jobs	3 points
4- 6% of the unfilled jobs	2 points
1- 3% of the unfilled jobs	1 point

The second factor to be considered will be the percentage of unemployment for each region. The percentage of unemployment in each region will be compared to the total state unemployment.

The following scale will be used to determine the point value of the unemployment factor for each school.

21% or more of state unemployment . .	5 points
16-20% of state unemployment	4 points
11-15% of state unemployment	3 points
6-10% of state unemployment	2 points
1- 5% of state unemployment	1 point

The total points for the two factors, unfilled jobs and unemployment, will be averaged and will become the total for this category.

2. Vocational Education Needs. Weight--7, possible points--35. Data which will be considered to obtain a scale to determine the vocational education needs of the local educational agency will include the percentage of dropouts in the district and the number of high school graduates who pursue a baccalaureate degree. A local educational agency with a high dropout rate will be given a higher rate factor. A school with a low dropout rate will be awarded a lesser factor. The dropout rate will be determined from information obtained from the Annual

Report required of all school districts
by the Superintendent of Public Instruction.

The following scale will be used to determine
the point value of this factor for each
school.

9% or over dropout rate	5 points
7-8% dropout rate	4 points
5-6% dropout rate	3 points
3-4% dropout rate	2 points
1-2% dropout rate	1 point

The second factor to be considered under
this category is the number of students
entering baccalaureate degree schools.

The following scale will be used to deter-
mine the point value of this factor for each
school.

1-10% of the graduating class. . .	5 points
11-25% of the graduating class. . .	4 points
26-40% of the graduating class. . .	3 points
41-50% of the graduating class. . .	2 points
51% and over of the graduating class.	1 point

The total points for the two factors, drop-
out rate and number of students entering
baccalaureate degree schools, will be averaged
and will become the total for this category.

- Relative Ability to Pay. Weight--4, possible
points--20. The adjusted effort factor
method of computation will be used in
determining a school district's relative
ability to pay. Districts having the least
ability to pay will be given the highest
rate. The state average adjusted effort factor
is established--a figure less than one will
indicate the local educational agency has
made a less than average effort. A figure
greater than one will indicate an effort
greater than the state average.

The following scale will be used to determine
the point value of this factor for each
school.

1.50 and above effort	5 points
1.11-1.49 effort.	4 points
.90-1.10 effort.	3 points
.50- .89 effort.	2 points
.01- .49 effort.	1 point

4. Excess Cost. Weight--1, possible points--5. Local educational agencies that have evidence of costs which are high compared with other projects or programs within the educational system will be ranked higher on the rating scale. The excess cost factor in Montana is insignificant except in the case of salary differences in different educational agencies. Therefore, a weight of one has been assigned to this category and only salaries are used as a determining factor. The average annual teacher salary for the state, based on a nine-month year, is \$10,008. This salary has been assigned a rate factor value of one.

The following scale will be used to determine the point value of this factor for each school.

\$1500 and above state average.	5 points
\$1000-\$1499 above state average.	4 points
\$999 above to \$999 below state average.	3 points
\$1000-\$1499 below state average.	2 points
\$1500 and below state average.	1 point

5. Economically Depressed Areas and Demonstration or Pilot Projects.

An additional 20 points will be added to a local educational agency's total points if it qualifies for either or both of these categories. A local educational agency may not receive more than 20 points under this category.

- a. Economically Depressed Areas. To assure that local educational agencies will not be denied opportunities to participate in vocational education programs due to inability to provide local matching funds, additional consideration will be given to those agencies which are in areas considered to be economically depressed under the provisions of this plan.

- b. Demonstration or Pilot Projects. Local educational agencies that submit projects which have special features considered to be demonstration or pilot in nature and which help to meet special needs of the overall state program may qualify under this category. A project will be considered demonstration or pilot if (1) it is a new approach in vocational education and indicates a potential to make a significant contribution to vocational education in Montana as determined by the Superintendent of Public Instruction, or (2) the Superintendent of Public Instruction officially requests the local educational agency to conduct the project.

State staff will review each local application in terms of the rank it has on the state scales. The maximum possible point total will appear as follows:

	<u>Weight</u>		<u>Maximum Rate</u>		<u>Total Points</u>
a. Manpower Needs	4	x	5	=	20
b. Vocational Education Needs	7	x	5	=	35
c. Relative Ability to Pay	4	x	5	=	20
d. Excess Costs	1	x	5	=	5
e. Economically Depressed Areas and/or Demonstration or Pilot Projects					20
Total Possible Points					100

Each local educational agency will be ranked according to the above process and those with a point total near 100 will be given priority for highest funding. Those local educational agencies having a low point total will receive

a lower priority of funding. Assigned funding percentages will be according to the following scale.

	High										Low									
(1)	100	90	80	70	60	50	40	30	20	10	0									
(2)		50	45	40	35	30	25	20	15	10	0									

- (1) Point rating assigned
- (2) Percentage of funding

Example: A local educational agency with a project assigned point rating of 80, according to the weighted criteria system above, would receive 45 percent funding. Local applications which have an assigned point rating which falls between the percentage considerations as given on the above scale will receive percentage funding as applicable to the nearest point rating on the scale. Thus, a district receiving an assigned point rating of 55 would receive funding on a 35 percent basis. Local educational agencies having a point rating of four or below will receive no reimbursement. All point ratings above 85 will receive 50 percent funding. All percentage ratings for funding are applicable only to the degree that federal funds will be made available to the state. If adequate funds are not available for support at the above rate, all rates of support will be proportionately reduced for all categories. Ninety percent of the total funds available under Part B, except for construction and ancillary services, will be utilized to support the vocational education programs under this section. The remaining 10 percent will be held in reserve to provide for contingency items which may arise at a later date. If unused, the remaining 10 percent will be added to the total support allotment in accordance with the above formula.

- C. In determining the relative priority for each application submitted by a local educational agency, a "scale of weights" will be assigned to each application. The weighting will be determined by criteria outlined in the following instrument.

State Scale of Weights Criteria for Determining
Allocation of Vocational Education Funds
to
Local Educational Agencies

School or Agency _____
Name of Project _____
Priority Rating _____

Weight Applied by State	Points Applied High Low	Total Points	Possible Points
	5 4 3 2 1		

Major Factor Considerations

Manpower needs and job opportunities	4		20
Vocational education needs of population	7		35
Relative ability to pay	4		20
Excess costs	1		5

Additional Considerations

Economically depressed areas and/or demonstration or pilot projects			20
Total			100

To illustrate actual changes in the funding procedures over past years, the following examples are presented indicating the percent of support under the procedures used for FY 1971 and the percent of support to be applied to each school under the procedures established and explained in 3.27, Part I, of this plan.

School A: FY 1971 support was 49.6% of the project budget. FY 1976 project budget support will be 35% under the allocation procedure as this school earned a total of 60 points on the rating scale in 3.27 of this part of the plan.

School B: FY 1971 support was 49.6% of the project budget. FY 1976 project budget support will be 45% under the new allocation procedure as this school earned a total of 80 points on the rating scale in 3.27 of this part of the plan.

- D. All local applications will be submitted to the Superintendent of Public Instruction whose staff will review each application and will give each application a priority rating according to the

scale of weights criteria outlined above. These recommended ratings will be submitted to the State Board for action.

- E. The data to be used for establishing the criteria for determining priorities will be updated annually and will be taken from annual applications made by local educational agencies concerning the relative ability to pay formula pursuant to 3.26-3 of this State Plan, surveys made by local and state agencies regarding manpower needs and job opportunities, surveys of vocational education needs for the total population, reports of excessive costs factors, annual reports of local school districts, and other financial data compiled by the Office of the Superintendent of Public Instruction.
- F. When the State Board determines that conditions exist which require special consideration, it may reimburse or fund a project at a rate which it deems the conditions to warrant.
- G. Approved vocational programs being conducted at community colleges, state institutions and units of the Montana University System will be reimbursed according to the state average of the formula used to determine reimbursement to local school districts conducting approved vocational programs and in accordance with 3.25 and 3.26 of this part.
- H. The Part B funds used for financial support of the state's postsecondary vocational-technical education centers will be allocated according to the previous fiscal year state average of the formula used to determine reimbursement to local school districts conducting approved vocational programs and in accordance with 3.25 and 3.26 of this part. The formula will be applied toward those approved programs at the postsecondary vocational-technical education centers that are supported by state appropriation, one-mill levy and operational student fees. Where the application of the previous fiscal year state average of the formula does not appropriate at least 15% of the Part B funds for the operation of vocational programs at the postsecondary level, the appropriation will be increased to total at least 15% of the Part B funds.

4.0 Vocational Education Programs for the Disadvantaged

- A. Funds appropriated under Section 102(b) of the Act will be used only for vocational education programs for persons who have academic, socio-economic or other handicaps that prevent them from succeeding in the regular vocational education program.
- B. In addition to the provisions in 1.0 through 3.0 of this part of the State Plan, the following special provisions apply to programs for the disadvantaged supported with federal funds under Section 102(b) of the Act.

4.1 Required Allocation of Funds to Certain Areas

Allotments appropriated under Section 102(b) of the Act will be allocated within the state to educational agencies offering vocational education programs for disadvantaged persons located in areas with a high concentration of youth unemployment and school dropouts pursuant to 1.10D of Part I and Part II of the State Plan.

4.11 Regular Vocational Programs

Funds allocated may be used to pay that part of the cost of such supplementary special educational services to regular vocational education programs that enable the disadvantaged to benefit from a regular vocational education program.

4.12 Special Vocational Education Programs

Funds allocated may be used to pay that part of the total cost of the instructional program and supplementary special educational services that are reasonably attributable to the vocational education of disadvantaged persons.

4.13 Areas of Non-Allocation

Funds allocated for vocational education for disadvantaged may not be used to provide food, lodging, medical and dental services and other services which may be necessary but are not directly related to the provisions of vocational education to such students. However, the State Board or local educational agency conducting such programs will encourage the provision of such services through arrangements with other agencies responsible for such services or will provide such services through residential vocational education school programs.

4.14 Local Application

The local educational agency may initiate a program proposal by submitting an application to the State Board. The application will include follow-up and evaluation procedures that insure proper expenditure

of funds appropriated under Section 102(b) of the Act. Applications as required by 3.0 of this part will be used.

4.2 Participation of Students in Nonprofit Private Schools

The State Board assures that there will be genuine and meaningful participation of disadvantaged students enrolled in nonprofit private schools in all vocational education programs for the disadvantaged. Such participation will be in accordance with the following requirements.

- A. Programs and projects will be designed to include vocational education services which will meet the vocational education needs of disadvantaged students in nonprofit private schools to the extent consistent with the number of such students in the geographical area served by the program or project.
- B. The number of disadvantaged students and the vocational education needs of such students will be determined, after consultation with persons knowledgeable of the needs of these students, on a basis comparable to that used in providing vocational education services to students enrolled in public schools. Applications submitted by the local educational agency to the State Board will indicate the number of students enrolled in nonprofit private schools who will participate in each program proposed as well as the degree and manner of their participation.
- C. Applications submitted by local agencies to the State Board will indicate the use to be made of public school personnel in facilities other than public schools. Vocational education services may be provided by public school personnel in other than public school facilities but only to meet the needs of those disadvantaged students designated in the application. The State Board or local public educational agency providing vocational services in nonprofit private schools will maintain administrative control and direction over such services and each application from public schools will provide a complete explanation concerning this administrative operation.
- D. Teachers or employees of nonprofit private schools may be paid salaries from federal funds if they are employed outside of their regular hours of duty and are performing vocational education services for disadvantaged students under the supervision and control of public school administration. Applications to the State Board

will explain these arrangements.

- E. The use of mobile or portable equipment on private school premises will be allowed only for the life of the current program or project for which the equipment is intended to be used and for which such equipment is necessary for the successful completion of the program for disadvantaged students. This arrangement of equipment use will be set forth in the application.
- F. Applications for any disadvantaged program or project to be carried out in public facilities and involving joint participation by students enrolled in nonprofit private schools and students enrolled in public schools will include such provisions as are necessary to avoid forming classes that are separated by the school enrollment or religious affiliation of such children.
- G. Each application will include information relative to supervision and evaluation arrangements for programs where disadvantaged students from nonprofit private schools are provided vocational services through the local educational agency. The State Board will be responsible for supervision and evaluation of these program arrangements.

4.3 Noncommingling of Funds

Policies and procedures are established to assure that federal funds made available under Section 102(b) of the Act to accommodate students in nonprofit private schools will not be commingled with state or local funds so as to lose their identity as federal funds. Accounting methods are established to assure that each expenditure of federal funds made available under Section 102(b) of the Act can be separately identified as such.

5.0 Vocational Education Research and Personnel Training

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to research and training supported with federal funds under Part C of the Act. Such funds will be used for the following purposes.

- A. Contracting for services from the Finance, Planning and Evaluation component in the Office of the Superintendent of Public Instruction.
- B. Providing research or training grants to colleges, universities, local educational agencies and other public or nonprofit agencies or institutions.

- C. Contracting with private agencies, organizations or institutions for research or training projects for experimental, developmental or pilot programs.
- D. Contracting with private agencies, organizations or institutions for the design of programs to meet the special vocational education needs of youth, particularly disadvantaged youth in economically depressed communities.
- E. Disseminating information about vocational education derived from projects funded under the provisions of this section of the State Plan, from other sources of research and from demonstration projects.

5.1 Finance, Planning and Evaluation Component

Contracts may be made for research functions with the Finance, Planning and Evaluation component of the Office of the Superintendent of Public Instruction. All proposals for such functions will be submitted for review to the State Board. In addition, and when appropriate, proposals will be reviewed by the Montana Advisory Council for Vocational Education.

5.11 Organizational Structure and Location Chart

The location of the Finance, Planning and Evaluation component is shown within the organizational structure of the Office of the Superintendent of Public Instruction. (See 1.14 of Appendix I.)

5.12 Staffing

The staff of the component includes the following positions: Director, Evaluation Coordinator, Research Coordinator, Measurement Specialist, Statistician, Reporting Services Coordinator, Research Analyst and Systems Coordinator. The computer resources of the Data Processing Center are also the responsibility of the Director of this component.

5.13 Administration and Supervision of the Finance, Planning and Evaluation Component

The responsibility for the administration and supervision of the component rests with the Director of the component. Vocational education services to be performed by the component will be those deemed most important by the Superintendent of

Public Instruction in consultation with appropriate state staff and the State Board.

5.14 Major Vocational Education Functions of the Finance, Planning and Evaluation Component

The component will be responsible for the following research functions in vocational education.

- A. Encouraging vocational education research in the state.
- B. Designing, coordinating and conducting research and training projects in vocational education.
- C. Recommending to the Superintendent of Public Instruction projects requiring contracts and grants for research and training in vocational education and for experimental, developmental or pilot programs in vocational education.

5.15 Coordination with Other Governmental Research Agencies

The Finance, Planning and Evaluation component will establish cooperative working relationships with other governmental agencies involved in occupational educational research and training such as the Montana Employment Security Commission, the Montana University System and the Montana Manpower Planning Advisory Council.

5.2 Application Procedures

Applications for grants for projects eligible for funding under the provisions of Part C may be submitted to the Superintendent of Public Instruction at any time by any qualified individual or agency within the state. Grant applications will be reviewed as they are received. Priority for funding will be given those applications which meet criteria stated in Section 5.22 and which serve priority areas in research as established by the Superintendent of Public Instruction.

When planning and conducting projects, applicants should involve to the maximum extent feasible the Office of the Superintendent of Public Instruction, institutions of higher learning, educational laboratories, research and development centers, libraries and other multi-media resource centers, private foundations, youth organizations, nonpublic schools, management, labor, professional associations, community action agencies, the Montana Employment Security Commission, the Montana Manpower Planning Advisory Council and other state and community groups.

The applicant must assume full responsibility for the conduct of a State Board approved project or program. However, the applicant may subcontract for services. An applicant desiring to subcontract must describe the subcontract and include the proposed budget of the subcontract in the application. Amendments to change budgets or to add or change subcontracts to an approved application must be approved in writing either by the State Board or by the Superintendent of Public Instruction.

5.21 Submittal of Applications

Two (2) copies of the application will be submitted to the Superintendent of Public Instruction for transmittal with recommendations to the State Board. Applications will contain the following information.

- A. Statement of the nature, need, purpose and objectives of the research and its relation and contribution to vocational education.
- B. Description of previous research findings relative to the project.
- C. Description of the design of the research, including the method to be used in analyzing data.
- D. Description of the population or sample to be served or used.
- E. Duration of the project and time schedule and sequence of project activities.
- F. Names and qualifications of personnel.
- G. Description of facilities.
- H. Description of the methods for evaluating the project.

- I. Use is to be made of the results of the research and methods for disseminating the results.
- J. Detailed budget justifying the amount of funds requested and documenting that portion of the cost to be borne by the applicant.

5.22 Review of Applications

Applications will be reviewed by state staff according to the following criteria.

- A. Relevance to programs, services and activities in the annual plan and to priority areas in vocational education as specified in the long-range program plan.
- B. Adequacy and competency of the personnel designated to conduct the program or project.
- C. Adequacy of research facilities.
- D. Reasonableness of budget request.
- E. Potential for the proposed program or project being made a part of the regular vocational education program.
- F. Potential for using the results of the proposed programs or projects in exemplary or regular vocational education programs.

A review of each application also will be made for adequacy of research design, instrumentation, data collection procedures and methods of analysis.

5.23 Action on Applications

The following procedures will be observed by the Superintendent of Public Instruction and the State Board in processing and acting on applications.

- A. After state staff have reviewed the application, the Superintendent of Public Instruction will submit the application to the State Board with a recommendation for approval, disapproval or modification.
- B. If disapproved, a letter so stating with reasons provided and a copy of application will be returned to the applicant.

If the application is approved, the applicant will be so notified by letter from the Superintendent of Public Instruction.

- C. Applications which need revision or clarification, as determined by the Superintendent of Public Instruction or by the State Board, will be returned to the applicant with written suggestions for improvement or will be reviewed in personal consultation with the applicant.
- D. The applicant may revise and resubmit the application to the Superintendent of Public Instruction.
- E. State staff will review each revised application and it will be resubmitted to the State Board with a recommendation from the Superintendent of Public Instruction that it be approved in whole or part, disapproved or rejected, or deferred because of lack of funds or need for further evaluation.
- F. Final action by the State Board will be reported to the applicant by a letter from the Superintendent of Public Instruction. If the application is approved, the letter will include the approved budget and the conditions of the contract or grant.

5.3 Notification to Commissioner

Within fifteen (15) days following approval by the State Board, the Superintendent of Public Instruction will forward a copy of the approved application to the U.S. Commissioner of Education.

6.0 Exemplary Programs and Projects

The State Board may make grants or contracts in compliance with the policies and procedures of the State Plan to pay all or part of the cost of (1) planning and developing exemplary program projects and (2) establishing, operating or evaluating exemplary programs or projects designed to carry out the purposes set forth in this part.

Exemplary programs will enable the grantee to explore, develop and demonstrate innovative concepts without inhibiting restrictions imposed by traditional programs for vocational education and will thereby encourage, stimulate, promote and implement creative and sensitive models for occupational systems of high quality designed to prepare individuals for their next role in life. In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to exemplary programs and projects supported with federal funds under Part D of the Act.

6.1 Application Procedures6.11 Submittal of Applications

Applications will be submitted to the Superintendent of Public Instruction for transmittal with recommendations to the State Board. Applications will contain the following information. (See 3.22 and 6.22 of this part and 6.11 of Appendix IV).

- A. Statement of purposes of the proposed program and project.
- B. General and specific objectives of the program or project with a plan for the achievement of the objectives.
- C. Description of the nature of the project with documentation concerning its success in other environments and probable success in the area of the state or agency of the applicant.
- D. Duration of program to include a starting date and a projected termination date.
- E. Explanation of how the results of the project will be used for the improvement of vocational education for personnel of the local school and/or in the state.
- F. Explanation that the grant award period will generally be for one (1) year but may be for two (2) or three (3) years and that a yearly review will be required on all applications approved for more than a one (1) year grant.
- G. Detailed budget justifying the amount of funds requested and documenting that portion of the cost to be borne by the applicant.
- H. Qualifications of the personnel who will be responsible for the proposed program or project, including a list of the staff positions necessary to carry out the program or project, salaries, percent of time each staff member will work on the program or project, a brief description of the responsibilities of each staff position and a description of the work experience and educational background required for each position.

6.12 Review of Applications

Applications will be reviewed by state staff according to the following criteria.

- A. The proposed project will be designed to meet the vocational education needs of disadvantaged youth.
- B. The proposed project will have an impact on reducing youth unemployment.
- C. The proposed project will contribute to the solution of important vocational education problems.
- D. The proposed project will promote cooperation between public education and manpower agencies.
- E. The proposed project will be integrated into the presently existing vocational education program in a local and/or state school.
- F. The proposed project will meet the priority areas in vocational education specified in the state and local long-range program plans and annual plans.
- G. Personnel designated to carry out the proposed project will be adequate in number and will be competent for the proposed positions.
- H. The cost estimates will be reasonable for the project proposed.
- I. The procedures to be used in achieving the objectives will be appropriate, adequate and efficient.
- J. The facilities, equipment and materials will be adequate to allow the proposed project to attain the objectives set forth.
- K. The proposed project will be reasonably and substantially exemplary.
- L. The proposed project will make provisions for the meaningful participation of students in nonprofit private schools.
- M. Effective policies and procedures will be provided assuring that federal funds to be used for the proposed program will not be commingled with state or local funds.

- N. The provisions made for evaluating the proposed project will be appropriate and adequate and will provide for a reasonable degree of objectivity.
- O. The local provisions for providing information to the State Board about the proposed project will be appropriate and adequate.
- P. The proposed project will reveal adequate planning and documentation by the local district, indicating the extent of involvement in project planning, implementation and appraisal of teachers, students, other school personnel and persons broadly representative of the vocational education resources of the public in the area to be served.

6.13 Action on Applications

The following procedures will be observed by the Superintendent of Public Instruction and the State Board in processing and acting on applications for exemplary programs and projects.

- A. After state staff has reviewed the application, the Superintendent of Public Instruction will submit the application to the State Board with a recommendation for approval or disapproval.
- B. If disapproved, the application will be returned to the applicant for correction or improvement. If the application is approved, the applicant will be so notified by letter.
- C. Applications which need revision or clarification, as determined by the Superintendent of Public Instruction or by the State Board, will be returned to the applicant with written suggestions for improvement or will be reviewed in personal consultation with the applicant.
- D. The applicant may revise and resubmit the application to the Superintendent of Public Instruction through the Director of Vocational Skills.
- E. The vocational education staff will review each revised application and submit it to the State Board with the recommendation that it be approved in whole or part, disapproved or rejected, or deferred because of lack of funds or need for further evaluation.

number of students enrolled in nonprofit private schools who will participate in each program proposed as well as the degree and manner of their participation.

- C. Applications submitted by local agencies will indicate the use to be made of public school personnel in facilities other than public schools. Vocational education services may be provided by public school personnel in other than public school facilities but only to meet the vocational education needs of those students designated in the application. The state office or local public educational agency providing vocational education services in nonprofit private schools will maintain administrative control and direction over such services and each application from public schools will provide a complete explanation concerning this administrative operation.
- D. Teachers or employees of nonprofit private schools may be paid salaries from federal monies if they are employed outside of their regular hours of duty and are performing vocational education services under the supervision and control of public school administration. Applications to the State Superintendent will explain, these arrangements.
- E. The use of mobile or portable equipment on private school premises will be allowed only for the life of the current program or project for which the equipment is intended to be used and for which such equipment is necessary for the successful completion of the program. This arrangement of equipment use will be set forth in the proposal to the State Board.
- F. Applications for an exemplary program or project to be carried out in public facilities and involving joint participation by students enrolled in nonprofit private schools and students enrolled in public schools will include such provisions as are necessary to avoid forming classes that are separated by the school enrollment or religious affiliation of such children.
- G. Each application will include information relative to supervision and evaluation arrangements

for programs where students from nonprofit private schools are provided vocational education services through the local educational agency. The State Superintendent will be responsible for supervision and evaluation of these program arrangements.

6.23 Noncommingling of Funds

The State Board will establish policies and procedures to assure that federal funds made available under Part D of the Act to accommodate students in nonprofit private schools will not be commingled with state or local funds so as to lose their identity as federal funds. Accounting methods will be established to assure that each expenditure of federal funds made available under Part D of the Act can be separately identified as such.

6.24 Notification to Commissioner

Within fifteen (15) days following approval by the State Board, the Superintendent of Public Instruction will forward a copy of the approved application to the U.S. Commissioner of Education.

7.0 Residential Vocational Education Schools

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions will apply to residential vocational education schools to be supported with federal funds under Part E of the Act.

7.1 Procedures for Establishing Residential Facilities

7.11 State Operated

Since there are no residential vocational education schools in Montana and since the State Board does not anticipate the construction of such schools in the near future, no procedures for planning, construction and operation of state-operated residential facilities have been developed.

7.12 Locally Operated

In the event that the State Board decides to encourage the establishment of locally-operated residential vocational education schools in Montana, the approved applications from local educational agencies will comply with the requirements for planning, construc-

tion and operation set forth in 7.2 of this part.

7.12-1 Submittal of Applications

Applications will be submitted to the Superintendent of Public Instruction for transmittal with recommendations to the State Board. Applications will outline curricula, number of students to be served, facilities to be used, methods of financing continuing programs and will project program information for at least five (5) years. Each application will be sufficiently detailed to allow satisfactory appraisal of its contribution in accordance with purposes of the Act and the State Plan. Applications must include all information necessary to meet the requirements listed in 7.2 and 1.9 of this part.

7.12-2 Review of Applications

Applications will be reviewed by state staff. The Superintendent of Public Instruction will make recommendations to the State Board and the State Board will determine if the size and location of the proposed facilities and the availability of existing facilities justify the establishment of a residential vocational education school in accordance with the standards set forth in 7.2. A review of architectural plans for construction also will be made.

7.12-3 Action on Applications

Following a review of each application, the State Board will render its decision and initiate appropriate action. Whether the proposal is approved, disapproved or deferred, the submitting agency will be notified of the State Board's action by letter or award of contract.

7.13 Priority Allocation of Funds to Certain Areas

Priority in the allocation of funds for residential vocational education schools will be given to areas of the state having high concentrations of youth unemployment, school dropouts, American Indians or

other minority population groups.

7.2 Requirements

Special consideration will be given to those projects which will have a significant impact on meeting the needs of disadvantaged youth and on reducing youth unemployment and which are relevant to annual and long-range plans, indicate adequacy of facilities and reflect reasonable cost estimates. The federal share of the cost of planning, constructing and operating residential vocational education facilities will not exceed 90 percent of the costs incurred in any fiscal year. Planning, construction and operation of residential school facilities will meet the following requirements.

7.21 Purpose of the Program

The residential vocational education school facilities will be operated and maintained for the purpose of conducting a residential vocational education school program, including room, board and other necessities, for youth who are at least age fourteen (14) but who have not attained age twenty-one (21) at the time of admission to the training program, who need full-time study on a residential basis and who can profit from vocational education instruction. However, in no case may juveniles be assigned to such schools as the result of their legally adjudicated delinquent conduct.

7.22 Nondiscrimination

Adequate provision will be made for the appropriate selection without regard to sex, race, color, religion, national origin or place of residence within the state of students needing education and training at a residential school. Residential facilities may not be used in a manner resulting in racial segregation.

7.23 Employment Opportunities

Vocational education course offerings at residential schools will include fields for which available labor market analyses indicate a present or continuing need for trained manpower. The programs, services and activities offered will be appropriately designed to prepare enrollees for entry employment or advancement in such fields.

7.24 No Fees or Charges

No fees, tuition or other charges will be required of students who are enrolled in residential educational programs or who occupy the residential vocational education school facility.

7.3 Notification to Commissioner

Within fifteen (15) days following approval by the State Board, the Superintendent of Public Instruction will forward a copy of the approved application to the U.S. Commissioner of Education.

8.0 Consumer and Homemaking Education

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to consumer and homemaking education supported with federal funds under Part F of the Act.

8.1 Establishing and Operating Programs

8.11 State Operated

The State Board, upon recommendation of the Superintendent of Public Instruction, may approve consumer and homemaking education programs. The State Board also will exercise administrative control over such programs and budgets within the public schools. State staff will provide the leadership necessary to assure that such programs are carried out according to the provisions of the Act and the State Plan.

8.12 Locally Operated

Procedures for receiving, reviewing and acting upon local applications for operation of secondary programs (grades 9-12), postsecondary programs and adult programs will be carried out according to 3.2, 8.12-1 and 8.12-2 of this part of the State Plan.

8.12-1 Submittal of Applications

Applications will be submitted to the Superintendent of Public Instruction for transmittal with recommendations to the State Board. Applications will contain the following information as well as the information outlined in 8.2 of this part.
(See 3.22 of Appendix IV.)

- A. Justification relating to economically depressed and high unemployment areas.
- B. Evidence that consumer education is to be an integral and significant part of the proposed programs.
- C. Information on professional leadership plans of vocational education instructional personnel.
- D. Evidence that the proposed curricula will include a variety of learning experiences in all major phases of consumer and homemaking education for youth and adults preparing for the dual role of homemaker and wage earner.
- E. A two-year sequence of home economics education in grades 9 through 12.
- F. Evidence that adult programs offered are broad enough in concept to include more than one curriculum specialization in consumer and homemaking education.
- G. Information concerning any unusual local sociocultural need considered significant by the local educational agency.
- H. A budget for the total secondary, postsecondary and/or adult programs proposed.
- I. Description of the facilities to be used.
- J. Number, competency and adequacy of the staff.
- K. Administration and supervision to be provided.
- L. Plans for local evaluation of programs.

8.12-2 Review of Applications

Applications will be reviewed by state staff according to the following criteria.

- A. The curriculum will include a significant degree of consumer education in every phase of the homemaking program.
- B. The program will encourage greater consideration of the social and cultural conditions and needs of youth and adults, especially of those persons living in economically depressed areas.
- C. The purpose of the curriculum will be to prepare youth and adults for the dual role of homemaker and wage earner. The curriculum will emphasize human relationships applied to both family and employment situations; principles of management, including decision making, goals, values, standards and the nature and use of resources; budgeting and consumer economics; physical well-being through proper nutrition; adequate housing, sanitation and safety; personal qualities related to employability; child care and guidance; and clothing the family adequately and economically.
- D. The program will include the two-year sequence (not necessarily a calendar sequence) of home economics education in grades 9 through 12. The 9th grade is a one-year basic comprehensive program. The advanced comprehensive program may be divided into Home Economics II and III or offered as semester special interest in-depth courses.
- E. The program will be relevant to annual and five-year plans.
- F. The facilities are appropriate and adequate for the proposed program.
- G. The cost estimates are reasonable according to the program proposed and the financing formula as determined by the State Board.
- H. The instructional and supervisory staff will be adequate for the program.

- I. The plans for local evaluation of the program are adequate.

8.12-3 Action on Applications

After state staff have reviewed the application, the Superintendent of Public Instruction will submit the application to the State Board with a recommendation for approval or disapproval. Final action by the State Board will be reported to the applicant by a letter from the Superintendent of Public Instruction. If the application is approved, the letter will include the approved budget and the conditions of the contract or grant.

8.13 Required Allocation of Funds to Certain Areas

At least one-third of the federal funds allotted to the state under Part F of the Act will be used for consumer and homemaking education programs in economically depressed areas or areas with high rates of unemployment.

8.2 Required Content of Program

Consumer and homemaking education programs approved by the State Board will conform to the criteria outlined in 8.12-1 and 8.12-2 of this part and will meet the following requirements.

- A. The program will encourage greater consideration of the social and cultural conditions and needs of the students, especially of those students living in economically depressed areas.
- B. The program will be designed for youth and adults who have entered or are preparing to enter the work of the home.
- C. The program will encourage preparation for professional leadership in home economics and consumer education.
- D. The program will be designed to prepare such youth and adults for the role of homemaker or to contribute to their employability in the dual role of homemaker and wage earner.
- E. The program will include consumer education as an integral part thereof.

8.3 Ancillary Services and Activities

In addition to the general provisions in the State Plan with regard to state administration, pursuant to program evaluation and teacher training, the State Board will provide for other ancillary services and activities necessary to assure quality in all consumer and homemaking education programs. These may include, but are not limited to, curriculum development, development of instructional materials, research, special demonstration and experimental programs and program evaluation. Provision will be made to provide appropriate equipment for support of approved activities.

8.31 Staff

- A. The professional staff for the administration and supervision of consumer and homemaking education in the Office of the Superintendent of Public Instruction is composed of a supervisor and an assistant supervisor. The staff is responsible for the administration and supervision of the total state vocational home economics education program which includes consumer and homemaking programs under Part F of the Act and wage-earning programs related to home economics under Part B of the Act.
- B. The staff arranges for local evaluation of programs, makes periodic program visitations and directs youth group activities.
- C. Teacher educators in home economics offer approved preservice and inservice programs for vocational education teachers under state agreement with teacher training institutions, make follow-up visits of first-year teachers, supervise student teachers and participate actively in special inservice programs.

8.32 Graduate Assistantships

Graduate assistantships may be offered by the State Board for study in home economics education or a related field on an annual basis through appropriate units of the Montana University System.

8.33 Curriculum Program and Development of Instructional Materials

Ancillary services also consist of direction and arrangement for curriculum development, research,

special demonstration and experimental programs and development of instructional materials.

8.34 Inservice Education

Inservice education to improve the quality of programs may be provided through, but are not limited to, the following.

- A. District or area inservice meetings.
- B. Supervising teachers' conferences.
- C. Annual vocational education conference and workshops.
- D. Annual state and national youth conferences.
- E. Work experience for teachers of wage-earning home economics courses.
- F. Summer school courses and institutes offered by an accredited college or university to help teachers improve their instruction, meet certification standards and obtain advanced degrees and to provide teachers with opportunities for general enrichment.

9.0 Cooperative Vocational Education Programs

For the purposes of this part the term "cooperative vocational education program" means an occupational training program carried on through a cooperative arrangement between schools and employers. Persons enrolled in this type of program will receive vocational training by combining academic and related institutional work in school with on-the-job experience as an employee in an occupational field. Such experiences will be supervised by a qualified cooperative vocational education teacher-coordinator and the employer to insure successive learning steps that contribute to the student's education and his employability. A time schedule for on-the-job and school experiences will be flexible to insure maximum student progress. In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to cooperative vocational education programs supported with federal funds under Part G of the Act. (See 9.0 of Appendix IV.)

9.1 Procedures for Approval of Cooperative Vocational Education Programs

9.11 Submittal of Applications

Two (2) copies of the project application will be submitted to the Superintendent of Public Instruction for transmittal with recommendations to the State Board. Applications will contain the following information.

- A. Statement of purpose of the proposed program or project.
- B. Statement of local needs based on a survey of the community.
- C. Description of how the program or project will meet the local community needs.
- D. Assurance that the occupational on-the-job training will meet U.S. Fair Labor Standards Act and/or the Montana Wage, Hour and Labor laws.
- E. Age of the prospective students to insure compliance with existing state and federal laws.
- F. Selection standards to be used in qualifying students who may participate in such programs, including the teacher-coordinator's role in selection.
- G. Length of training period.
- H. Detailed outline of student liability and industrial insurance protection responsibilities.
- I. An outline of procedures for preparation of individual student training plans. Written policies must govern each student's on-the-job training and include the content of related classroom instructions.
- J. A student training agreement which defines the responsibilities of the student, school, parent and employer and which will be signed by all parties concerned.
- K. An extended contract to allow the teacher-coordinator a minimum of ten (10) full working days when school is not in session to help the students find employment.
- L. Description of the role of the employer in student supervision, stated as part of the program for each student.

- M. Description of the role of the teacher-coordinator in on-the-job and classroom supervision.
- N. Provision of time when the teacher-coordinator can consult with the on-the-job instructor to provide a more significant learning experience for the student. The time provided must be scheduled so that the teacher-coordinator can consult with the on-the-job instructor when such consultation is most needed.
- O. Definition of administrative responsibilities and procedures among personnel.
- P. Statement of policies and procedures in financing which reflect the intent of the local educational agency and the employer to provide adequate financing of the total training program.
- Q. Description of staff qualifications and responsibilities.
- R. Assurance that the teacher-coordinator will attend all state professional meetings.
- S. Statement of the membership of the advisory committee. Advisory committees must be composed of persons from the community who have a working knowledge of the program or project area.

9.12 Review of Applications

Applications will be reviewed by state staff according to the following criteria.

- A. The program will serve unemployed or other disadvantaged youth whose vocational training needs are not met in regular programs.
- B. Cooperation is indicated between educational personnel and employers capable of training and placing students for gainful employment.
- C. The program is relevant to the annual and long-range plans of the state cooperative vocational education program.
- D. The staff is competent and the facilities adequate for the conduct of the program.
- E. The budget is specific and reasonable.

- F. Projected outcomes of the program are specified and compatible with the objectives of the state cooperative vocational education program.
- G. Utilization of an advisory committee is evident.
- H. The proposed program relates to overall community or area needs and supplements the local effort in solving vocational education problems.

9.13 Action on Applications

After state staff have reviewed the application, the Superintendent of Public Instruction will submit the application to the State Board with a recommendation for approval or disapproval. Final action by the State Board will be reported to the applicant by a letter from the Superintendent of Public Instruction. If the application is approved, the letter will include the approved budget and the conditions of the contract or grant.

9.2 Requirements of Cooperative Vocational Education Programs

All programs funded for purposes of this part will include the following requirements.

9.21 Purpose

The program will be compatible with the definition of cooperative vocational education stated in 9.0 of this part and will be administered by the local educational agency. The local educational agency will work with public or private employers to provide on-the-job training opportunities that otherwise may not be available to persons who can benefit from such a program.

9.22 On-the-Job Training Standards

Each program will provide on-the-job training under the following conditions.

- A. The training is related to career opportunities susceptible to permanent employment, promotion and advancement.
- B. The training does not displace other workers who perform such work.

- C. The training employs student-learners in conformity with federal, state and local laws and regulations and in a manner not resulting in exploitation of the student-learner for private gain.
- D. The training is conducted in accordance with written training agreements between local agencies and employers, copies of which will be kept on file by the local agencies.

9.23 Identification of Jobs

All applications will identify the procedures used to determine available jobs and their suitability for training purposes. The application must indicate what procedures have been established for cooperation with other agencies and groups in identifying and obtaining suitable jobs for persons who enroll in a cooperative occupational program.

9.24 Additional Cost to Employers

Funds to employers will be for actual service and must be held to a minimum. Added employer costs will not include the cost of construction of facilities, purchase of equipment and other capital costs which would inure to the benefit of the employer. The local educational agency will be responsible for determining added employer costs and will present a written analysis and recommendations concerning such costs to the State Board when they are deemed necessary. Employer costs may be determined necessary under the following conditions.

- A. It is apparent that without such reimbursement, employers with meaningful work stations would not be able to provide quality on-the-job training.
- B. Such added employer costs are set forth in the training agreement between the local agency and the employer, indicating special cost factors applied, the amount of funds to be paid and the duration of the reimbursement.
- C. The local agency has determined necessary costs of instructional materials and costs of justified upgrading of the quality of instruction not normal to the employer's operation.

9.25 Costs to Students

Students may be reimbursed for unusual costs resulting from participation in a cooperative vocational education program. Payments may be made only for those costs which are inherent in such programs and those which full-time students are usually not expected to finance personally. Payment may be made for costs which:

- A. Are reasonably required of persons engaged in the field of employment for which cooperative vocational education is being provided, such as special tools, equipment and clothing, transportation and safety and other devices.
- B. Do not have the effect of underwriting personal obligations and expenses which students in similar circumstances are reasonably expected to assume.

Payment will be made to a student only when a statement signed by his employer and the cooperative education supervisor indicates that the cost is justified according to the foregoing regulations.

9.26 Participation of Students from Nonprofit Private Schools

The State Board assures that there will be genuine and meaningful participation of nonprofit private school students in cooperative education programs. Such participation will be in accordance with the following requirements.

- A. Programs and projects will be designed to include vocational education services which will meet the vocational education needs of students in nonprofit private schools to the extent consistent with the number of such students in the geographic area served by the cooperative education program or project.
- B. The number of students attending nonprofit private schools and the vocational education needs of such students will be determined, after consultation with persons knowledgeable of the needs of those students, on a basis comparable to that used in providing vocational education services

to students enrolled in public schools. Applications submitted by the local educational agency to the State Board will indicate the number of students enrolled in nonprofit private schools who will participate in each program proposed as well as the degree and manner of their participation.

- C. Applications submitted by local agencies to the State Board will indicate the use to be made of public school personnel in facilities other than public schools. Vocational education services may be provided by public school personnel in other than public school facilities but only to meet the vocational education needs of those students designated in the application. The State Board or local public educational agency providing vocational education services in nonprofit private schools will maintain administrative control and direction over such services and each application from public schools will provide a complete explanation concerning this administrative operation.
- D. Teachers or employees of nonprofit private schools may be paid salaries from federal monies if they are employed outside of their regular hours of duty and are performing vocational education services under the supervision and control of public school administration. Applications to the State Board will explain these arrangements.
- E. The use of mobile or portable equipment on private school premises will be allowed only for the life of the current program or project for which the equipment is intended to be used and for which such equipment is necessary for the successful completion of the program. This arrangement of equipment use will be set forth in the proposal to the State Board.
- F. Applications for any cooperative education program or project to be carried out in public facilities and involving joint participation by students enrolled in nonprofit private schools and students enrolled in public schools will include such provisions as are necessary to avoid forming classes that are separated by the school enrollment or religious affiliation of such children.

- G. Each application will include information relative to supervision and evaluation arrangements for programs where students from nonprofit private schools are provided vocational education services through the local educational agency. The State Board will be responsible for supervision and evaluation of these program arrangements.

9.27 Noncommingling of Funds

The State Board will establish policies and procedures to assure that federal funds made available under Part G of the Act to accommodate students in nonprofit private schools will not be commingled with state or local funds so as to lose their identity as federal funds. Accounting methods will be established to assure that each expenditure of federal funds made available under Part G of the Act can be separately identified as such.

9.28 Evaluation and Follow-up Procedures

Continuous evaluation and extended follow-up is the joint responsibility of the cooperative education coordinator and the employer. A planned follow-up of job success and employment advancements will be included as part of the evaluation. Plans will include provisions for at least a five-year follow-up study.

9.3 Ancillary Services and Activities

The Superintendent of Public Instruction may encourage the expansion of services to include, but not to be limited to, the following.

- A. Cooperative agreements with teacher training institutions for training coordinators.
- B. Development of curriculum materials.
- C. Development of teacher-employer workshops.
- D. Provision of job placement for trainees.
- E. Provision of guidance and counseling for cooperative education students.
- F. Review of training plans to assure adequate local administration and supervision.

10.0 Work-Study Programs for Vocational Education Students

Funds allotted to the state for the purpose of Part H of the Act will be used for work-study programs for vocational education students and for the development and administration of that part of the State Plan applicable to such programs. In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to work-study programs for vocational education students.

10.1 Procedures for Approval of Work-Study Programs

10.11 Submittal of Applications

Applications will be submitted to the Superintendent of Public Instruction for transmittal with recommendations to the State Board. (See 10.0 of Appendix IV.)

10.12 Review of Applications

Applications will be reviewed by state staff. Preference will be given to applications submitted by local educational agencies located in a model cities area and/or serving communities with high concentrations of youth unemployment and school dropouts. Applications will be reviewed on the basis of the following criteria: relevance to the annual and long-range plans for solving unemployment and dropout problems, adequacy and competency of staff, reasonable cost estimates, expected meaningful outcomes of project goals and adequacy of financial arrangements pursuant to 2.0 of this State Plan.

10.13 Action on Applications

After state staff have reviewed the application, the Superintendent of Public Instruction will submit the application to the State Board with a recommendation for approval or disapproval. Final action by the State Board will be reported to the applicant by a letter from the Superintendent of Public Instruction. If the application is approved, the letter will include the approved budget and the conditions of the contract or grant.

10.2 Requirements of a Work-Study Program

Except as provided in 10.3 below, funds allocated to the state under Part H of the Act will be expended solely for

the payment of compensation of students employed pursuant to work-study programs approved by the State Board which meet the following requirements.

10.21 Administration

A. Local Educational Agency

The work-study program will be administered by the local educational agency and made reasonably available (to the extent of available funds) to all qualified youth in the area served by such agency who are able to meet the requirements in 10.22 of this section.

B. State Board

The State Board, upon recommendations from the Superintendent of Public Instruction, will determine if the standards and regulations pertaining to the administration of the work-study programs being conducted by local educational agencies are being met and followed. Periodic reviews of programs will be made.

10.22 Eligible Students

Employment under the work-study program will be furnished only to a student who (1) has been accepted for enrollment or, if he is already enrolled, is in good standing and in full-time attendance as a student in a program which meets the standards prescribed by the State Board and the local educational agency for vocational education programs under the Act; (2) is in need of the earnings from such employment to commence or continue his vocational education program; and (3) is at least fifteen (15) years of age and less than twenty-one (21) years of age on the date of the commencement of employment and is capable, in the opinion of appropriate school authorities, of maintaining a good standing in his school program while employed under the work-study program.

10.23 Limitation on Hours and Compensation

A. Regular School Year

No student will be employed during an academic year or its equivalent for more than fifteen (15)

hours in any week during which classes in which he is enrolled are in session. The compensation for such employment will not exceed forty-five dollars (\$45) per month or three hundred fifty dollars (\$350) per academic year or its equivalent. However, in the case of a student attending a school which is not within reasonable commuting distance from his home, his compensation may not exceed sixty dollars (\$60) in any month or five hundred dollars (\$500) per academic year or its equivalent. An academic year will be defined as a period of nine (9) months (exclusive of the summer term) interrupted by the equivalent of one (1) month vacation.

B. Summer Semester

A student attending a class on a full-time basis in the summer school term will be limited to fifteen (15) hours of employment per week and the monthly compensation of forty-five dollars (\$45) or sixty dollars (\$60) as described in paragraph (A). If the student is not attending classes during the summer, there is no limitation upon the number of hours of employment and the amount of compensation which he may earn during the summer. The total of his summer earnings will not be limited by, or have the effect of limiting, the compensation paid to him for the academic year pursuant to paragraph (A).

10.24 Employment for Public Agency or Institution

Employment under work-study programs will be for the local educational agency or for some other public agency or institution (federal, state, local) pursuant to a written arrangement between the local educational agency and such other agency or institution. Work so performed will be adequately supervised and coordinated and will not supplant present employees of such agency or institution who ordinarily perform such work. In those instances where employment exists under arrangement between the local educational agency and the federal agency or institution, the written arrangement will state that students so employed are not federal employees for any purpose.

10.25 Maintenance of Effort

In each fiscal year during which a work-study

program remains in effect, the local educational agency will expend for employment of its students an amount in state or local funds that is at least equal to the average annual expenditure for work-study programs of a similar nature during the three (3) fiscal years preceding the fiscal year in which the work-study program of such local educational agency was approved.

10.3 Funds for State Plan Development and Administration

The amount of federal funds used to pay the cost of developing those provisions in the State Plan applicable to work-study programs and the cost of administering such provisions will not exceed one (1) percent of the state's allotment under Part H of the Act for vocational work-study programs or ten thousand dollars (\$10,000), whichever is greater.

PART II
ANNUAL AND LONG-RANGE
PROGRAM PLAN PROVISIONS
AND APPENDICES
FOR FISCAL YEAR 1976
OCTOBER, 1975

MONTANA STATE PLAN
FOR THE ADMINISTRATION OF
VOCATIONAL EDUCATION
UNDER THE
VOCATIONAL EDUCATION AMENDMENTS OF 1968
AND PART F OF THE
EDUCATION PROFESSIONS DEVELOPMENT ACT



PUBLISHED BY
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
DOLORES COLBURG, SUPERINTENDENT
STATE CAPITOL
HELENA, MONTANA 59601

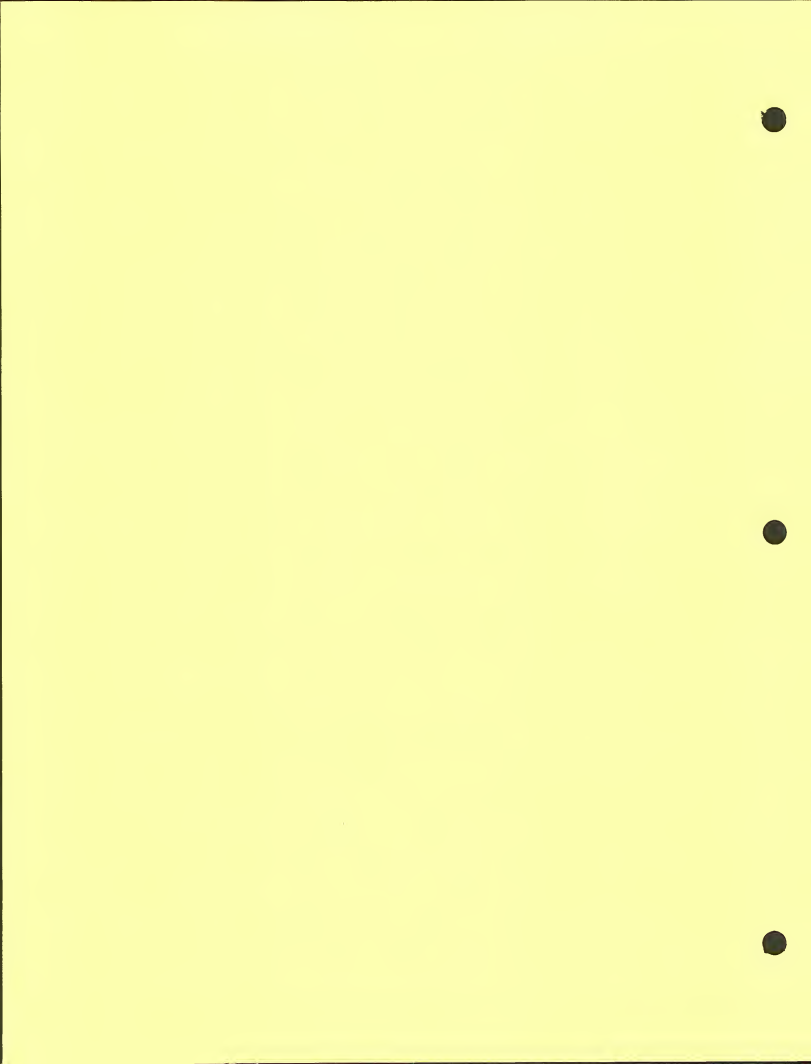


TABLE OF CONTENTS

PART II - ANNUAL AND LONG-RANGE PROGRAM PLAN PROVISIONS

1.0	Analysis of Manpower Needs and Job Opportunities in the State	91
	Table 1	92
2.0	Analysis of Availability of Vocational Education	97
3.0	Analysis of State's Population Relating to Vocational Education	102
	Table 2	103
4.0	Annual and Long-Range Planning and Budgeting	104
	Table 3	105
5.0	Projection of State's Enrollments	157
	Table 4	158
6.0	Fiscal Year 1976 Enrollments	159
7.0	Estimates of Total Funds Needed for Vocational Education and Annual Allocation Plan	160
	Table 6	161
8.0	Construction Projects on Which Construction Will Start in Coming Year	162
	Table 7	163
9.0	Actual and Projected Demand for Vocational Education Personnel Development	164
	Table 8	165
10.0	Planned Expenditure of and Projected Need for Vocational Education Personnel Development Funds	170
	Table 9	171
11.0	Financial Plan for Personnel Development Based on Funds Available or Anticipated	172
	Table 10	173
12.0	Projection of State's Enrollments in Vocational Education Personnel Preparation and Development	174
	Table 11	175

APPENDICES

Legal Appendix	176
Appendix I - Organization of the State Superintendent's Office .	187
Appendix II - Cooperative Agreements	190
Appendix III - Federal Rules and Regulations	195
Appendix IV - Program Approval Guidelines for Vocational Education Programs and Forms	197
Appendix VI - Vocational Teacher Education Directory	325
Appendix VII - Characteristics of the Disadvantaged	329
Appendix VIII - Disadvantaged Effects	332
Appendix IX - Categories and Characteristics of the Handicapped .	336
Appendix X - State Advisory Council Recommendations and Findings	339

PART II

ANNUAL AND LONG-RANGE PROGRAM PLAN PROVISIONS

1.0 Analysis of Manpower Needs and Job Opportunities in the State.

- 1.1 Table 1 summarizes the state's projected labor demand and supply for fiscal years 1976 and 1980.

Table 1

Employment Opportunities Related to Vocational Education Programs
Labor Demand and Supply Summary 1/

State of Montana

Fiscal Year Ending June 30, 1976

OE Code 2/	Instructional Program 3/	Current Employment	Projected Expansion and Replacement Needs 4/		Projected Labor Supply			
			5/		Vocational Education Output 5/		Other Sectors Output 6/	
			1976	1980	1976	1980	1976	1980
	TOTAL	233,530	10,660	10,660	4,423	5,413	592	699
01.	AGRICULTURE	34,240	1,220	1,220	841	1,018	55	67
01.0100	Agricultural Production	30,820	1,100	1,100	432	521	-0-	-0-
01.0200	Agricultural Supplies/Services	860	30	30	19	23	-0-	-0-
01.0500	Ornamental Horticulture	250	10	10	13	19	-0-	-0-
01.0700	Forestry	2,310	80	80	73	88	14	20
04.	DISTRIBUTIVE	64,860	1,300	1,300	795	958	61	74
04.0600	Food Distribution	5,470	160	160	46	56	-0-	-0-
04.1100	Hotel and Lodging	6,350	250	250	69	87	-0-	-0-
07.	HEALTH OCCUPATIONS	13,550	1,340	1,340	351	423	82	101
07.0101	Dental Assistant	260	30	30	38	39	-0-	-0-
07.0103	Dental and Medical							
07.0203	Laboratory Technician	1,210	130	130	15	53	-0-	-0-
07.0302	Practical Nurse	1,090	140	140	115	90	28	23
07.0303	Nurse Aide	3,840	390	390	128	157	27	33

Table 1--contd.

OE Code 2/	Instructional Program 3/	Current Employment	Projected Expansion and Replacement Needs 4/		Projected Labor Supply			
			1976	1980	Vocational Education Output 5/		Other Sectors Output 6/	
			1976	1980	1976	1980	1976	1980
09.0200	WAGE EARNING HOME ECONOMICS	4,040	540	540	78	96	51	59
14.	BUSINESS AND OFFICE	39,300	3,170	3,170	1,561	1,873	224	269
14.0100	Accounting and Computing	2,510	150	150	73	88	10	11
14.0200	Business Data Processing Systems	970	60	60	45	51	-0-	-0-
14.0700	Stenographic, Secretarial and Related	11,550	1,140	1,140	541	646	116	138
14.0900	Typing and Related	2,220	200	200	116	136	24	29
16.	TECHNICAL	12,340	740	740	123	149	-0-	-0-
16.0106	Civil Technology	970	30	30	31	38	-0-	-0-
16.0107	Electrical Technology	550	10	10	42	49	-0-	-0-
16.0601	Commercial Pilot Training	150	20	20	20	20	-0-	-0-
17.	TRADES AND INDUSTRY	65,200	2,350	2,350	674	896	119	129
17.0100	Air Conditioning	280	30	30	17	19	-0-	-0-
17.0301	Body and Fender Repair	610	10	10	19	24	-0-	-0-
17.0302	Mechanics, Auto	3,700	50	50	60	75	74	88
17.0400	Aviation Occupations	150	---	---	16	20	-0-	-0-
17.1001	Carpentry	3,920	180	180				
17.1002	Electricity	1,670	60	60				
17.1004	Masonry	280	10	10				

Table 1--contd.

OE Code 2/	Instructional Program 3/	Current Employment	Projected Expansion and Replacement Needs 4/		Projected Labor Supply			
			1976	1980	Vocational Education Output 5/		Other Sectors Output 6/	
					1976	1980	1976	1980
17.1005	Painting and Decorating	700	30	30	General Building Trades 195 225 -0- -0-			
17.1006	Plastering	30	---	---				
17.1007	Plumbing and Pipefitting	1,340	60	60				
17.1100	Custodial Services	9,520	810	810	29	35	17	20
17.1200	Diesel Mechanics	1,980	80	80	18	20	-0-	-0-
17.1300	Drafting	530	30	30	20	25	-0-	-0-
17.1400	Electrical Occupations	1,670	60	60	75	90	-0-	-0-
17.2303	Machine Tool Operation	900	40	40	29	34	-0-	-0-
17.2305	Sheet Metal	320	10	10	20	20	12	15
17.2306	Welding and Cutting	1,420	70	70	95	115	32	35
17.2801	Fireman Training	450	10	10	5	10	-0-	-0-
17.2802	Law Enforcement Training	2,320	120	120	35	45	-0-	-0-
17.2901	Baker	410	10	10	12	15	-0-	-0-
17.2902	Cook/Chef	4,740	310	310	33	40	45	55
17.2903	Meat Cutter	410	10	10	-0-	-0-	10	15
17.2904	Waiter/Waitress	5,760	410	410	50	60	23	29
17.3100	Small Engine Repair	---	---	---	45	51	-0-	-0-

Table 1--contd.

- 1/ Data from the Montana Employment Security Division was used to determine current employment and projected expansion and replacement needs.
- 2/ Listed in numerical order, by six-digit occupational codes.
- 3/ Total reflects the sum of the broad occupational categories (agriculture, distribution, business and office, health, wage earning home economics, technical and trades and industry). Occupations listed under the broad categories are designed to show employment and vocational output information for selected occupations and do not represent all the occupations or vocational output areas reflected in the broad categories themselves.
- 4/ Includes only total expansion and replacement needs.
- 5/ Number trained through vocational education programs available for work to meet labor expansion and replacement needs. The figures contained in these columns for 1976 and 1980 are annual needs established by computing an average for each Office of Education code based on the need established for the decade, 1970-1980.
- 6/ Number trained from other sources available for work to meet labor expansion and replacement needs.

1.2 Sources of Data.

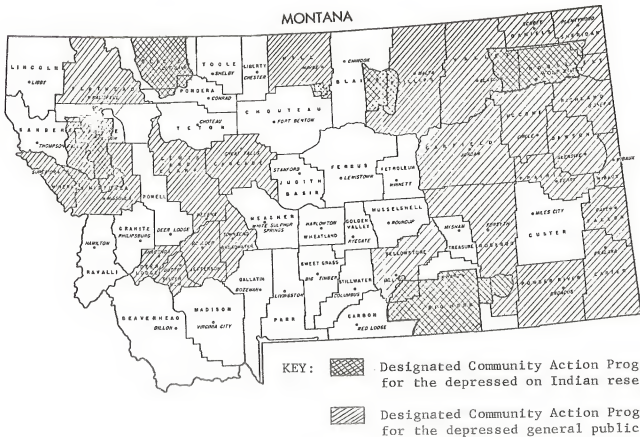
The following sources of data were used to provide an analysis of the state's manpower needs, job opportunities and the development of an annual and long-range vocational education plan.

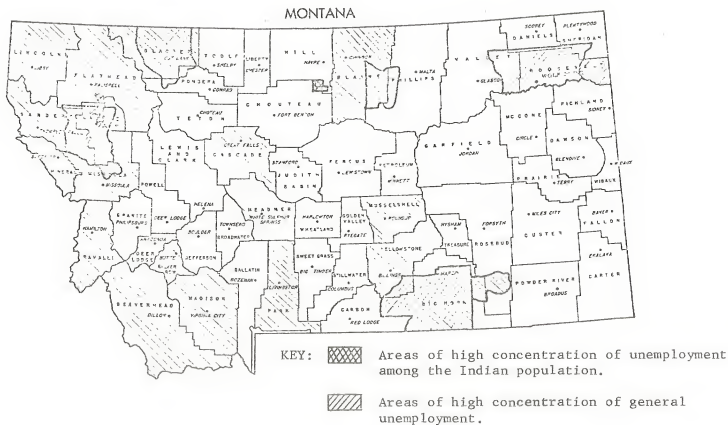
- A. Montana Employment Security Division Statistics
- B. Planning Division, Department of Intergovernmental Relations, Montana Data Book
- C. State Department of Social and Rehabilitation Services Statistics
- D. Office of the Superintendent of Public Instruction Statistics
- E. Bureau of Indian Affairs Statistics
- F. U. S. Census Bureau, 1970 Census of Population
- G. Montana Manpower Planning Advisory Council Statistics

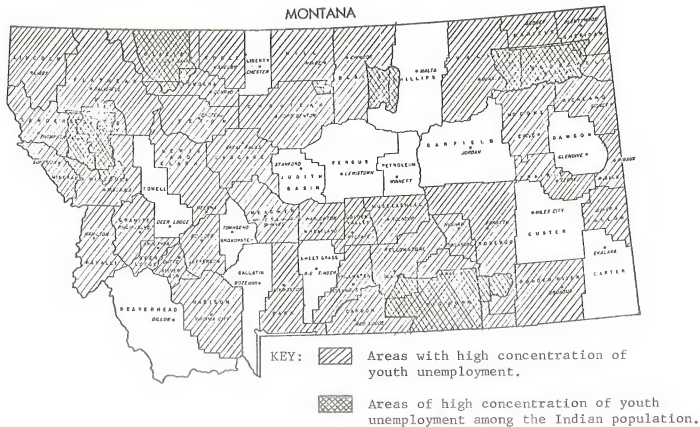
2.0 Analysis of Availability of Vocational Education.

2.1 Specific Areas.

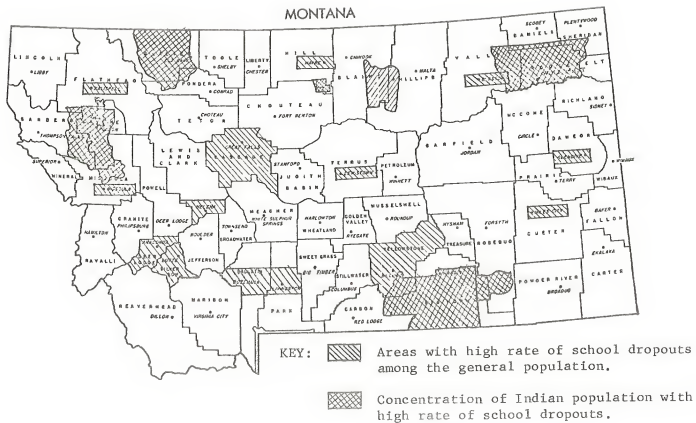
A. Designated economically depressed areas.

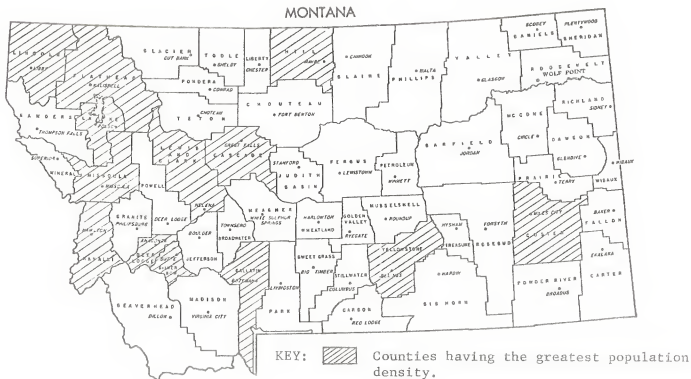






2.1





- 3.0 Analysis of State's Population Relating to Vocational Education Needs.
- 3.1 Table 2 provides data regarding Montana's population which is relevant to determining the current and projected vocational education needs of persons to be served by all levels and types of programs, services and activities.
- 3.2 The data for Table 2 was obtained from the Montana Department of Governmental Relations, Planning Division, Montana Data Book.

Table 2

Statistics on Population to be Served

Population Factor or Characteristics	Latest Available Data	1976 (Estimated)	1980 (Projected)
1. General Population			
Total Population	694,409	770,000	816,800
Male	347,005	384,236	407,620
Female	347,404	385,764	409,180
Negro	1,995	2,292	2,435
Spanish American	749	817	866
Indian	27,130	29,796	31,855
Oriental	1,492	1,635	1,748
Other	663,043	735,460	779,896
Urban	370,676	408,920	432,940
Rural	323,733	361,080	383,860
2. Population, Age 16-21, inclusive			
Total Population, Age 16-21	77,148	86,318	90,700
Male	38,401	42,904	44,975
Female	38,747	43,414	45,725
Negro	676	745	800
Spanish American	347	381	407
Indian	3,299	3,610	3,875
Oriental	373	415	438
Other	72,453	81,167	85,180
3. Special Needs Population			
Total Special Needs Population	78,826	76,760	75,860
Disadvantaged	49,742	46,830	45,515
Handicapped	29,084	29,930	30,345
4. Secondary School Enrollment			
Total Secondary School Enrollment	54,213	56,450	60,100
Male	26,564	28,165	30,039
Female	27,649	28,285	30,061
Negro	281	295	310
Spanish American	209	214	229
Indian	2,815	2,930	3,109
Oriental	316	328	351
Other	50,592	52,683	56,101
5. Post Secondary School Enrollment			
Total Post Secondary School Enrollment	30,967	34,225	41,750
Male	17,651	19,485	23,775
Female	13,316	14,740	17,975
Negro	306	329	444
Spanish American	619	664	864
Indian	1,831	1,960	2,650
Oriental	217	229	331
Other	27,994	31,043	37,461

4.0 ANNUAL AND LONG-RANGE PLANNING AND BUDGETING

- 4.1 Table 3 provides for the development of a state's annual and long-range program and budgeting plan.

The philosophy of vocational education in Montana is based upon the following precepts:

- A. The vocational education program in Montana will serve people. Service will be provided to the general population, the disadvantaged and the handicapped, through programs at the elementary school, secondary school, post-secondary school and adult levels.
- B. The vocational education program in Montana will prepare people to fill present and predicted employment opportunities.
- C. The quality of instruction in the vocational education program in Montana will be subject to systematic evaluation as a means for continuing program improvement.
- D. The vocational education program in Montana will be based upon an effective and efficient use of human and material resources.

These precepts have been used in establishing the goals for vocational education in Montana.

The following is the rationale that supports the goals, objectives and activities as they appear in Table 3 for the appropriate level and population.

LEVEL: Elementary POPULATION SERVED: General

Program development on the elementary level is designed to assist elementary counselors and teachers in their efforts to make students aware of vocational occupations and the training necessary to qualify for the various occupations. In general, this will be accomplished by providing the counselors and teachers with career awareness materials and lists of resource persons in the areas of agriculture, business and office, distribution, health, home economics and trades and industry.

It is realized by the Vocational Skills staff of the State Superintendent's office that the number of students to be served at this level (7,700) is low compared to the total elementary population (80,000). However, the number served takes into account the limited amount of financial resources available and the fact that occupational awareness as it relates to vocational occupations is just one component of the entire occupational awareness program at the elementary level.

LEVEL: Elementary POPULATION SERVED: Disadvantaged

As part of the total occupational awareness effort at the elementary level, the supervisor of special needs will work with the supervisor of guidance and counseling in assisting elementary counselors and teachers in six school districts design strategies to allow disadvantaged students to succeed as part of such programs. The strategies developed will take into account the specific disadvantages of the students and remediate or de-emphasize the effects of being disadvantaged.

LEVEL: Elementary POPULATION SERVED: Handicapped

The supervisor of special needs will work with the supervisor of guidance and counseling in assisting elementary counselors and teachers in six school districts to design strategies to allow handicapped students to succeed in programs of occupational awareness. The strategies developed will take into account the specific handicaps of the students as they relate to occupations the students could pursue.

LEVEL: Elementary

POPULATION SERVED: General

GOAL: By 1980, a program in occupational awareness will be developed and implemented to serve 22,000 students annually at the elementary level. (Elementary student population, grades 1-6, is approximately 80,000.)

OBJECTIVE: By June 30, 1976, occupational awareness programs will be developed and implemented to serve 7,700 students at the elementary level.

					OUTCOMES		
					1974	1976	1980
					4,500	7,700	22,000
ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS		
	Federal	State	Local	Code			
A. The guidance and counseling supervisor will provide assistance to schools in developing and implementing occupational awareness programs by:	\$ 2,000	\$ 1,500	\$	B-9	Educators will have greater information for initiating occupational awareness programs.		
1. Providing teachers with current information on occupational awareness programs being conducted in the state and resources available for implementing such programs.					Students will be served by more uniform and coordinated occupational awareness programs.		
2. Continuing to conduct meetings for selected career education directors to plan, coordinate and promote occupational awareness activities.					Career education directors will communicate their successful approaches in meeting student occupational awareness needs, thereby assisting each other in program development.		
3. Working with the State Superintendent's staff in promoting occupational awareness programs through individual consultation with elementary teachers, guidance counselors, educational conferences and selected newsletters.					State Superintendent's staff will be aware of current trends and will be able to better serve school districts.		
B. The guidance and counseling supervisor, working with other vocational education supervisors, will assist in the following activities:							
1. The agriculture education supervisor will provide awareness and career exploration information on agriculture, conservation, natural resources and environmental management for students in schools requesting this information.	\$ 550	\$ 500	\$	B-9	Career information concerning agricultural occupations will be available to 7,700 elementary students.		
a. Gather and disseminate materials from other agencies.					Agriculture-related occupational information will be available.		
b. Provide a list of the location of agriculture teachers to be used as resource persons.					Resource persons at the local level will be available.		
c. Disseminate career information on agriculture, agribusiness and natural resources education as developed by universities and state departments throughout the United States.					Career information as it relates to agriculture education will be available.		

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
2. Business and office occupational awareness materials will be provided upon request.					Elementary and middle school teachers and students will receive information on business and office occupations.
a. A personnel resource directory is available and is revised annually.					
b. Curriculum guides are available for development of middle school programs.	\$ 1,200	\$ 1,200	\$	B-9	
3. The distributive education supervisor will, on a continuing basis, provide information about marketing and distribution to schools offering occupational awareness programs.					Materials related to careers in marketing and distribution will be available for use with 7,700 elementary students.
a. Update the list of distributive education teacher-coordinators who may be used as resource persons.	\$ 50	\$ 50	\$	B-9	Resource persons at the local level will be available.
b. Act as consultant to provide occupational information, material and guides related to marketing and distribution for use by elementary teachers.	\$ 150	\$ 150	\$	B-9	Students will be served by programs reflecting the latest information available.
4. The health occupations education supervisor will provide, upon request, assistance to local schools in developing and upgrading of occupational awareness programs.	\$ 500	\$ 500	\$	B-9	Assurance that up-to-date, relevant information pertaining to occupational awareness in the health occupations area is being presented to elementary students.
a. Maintain an up-to-date file on health occupation resource materials suitable for elementary occupational awareness programs.					
b. Maintain a listing of textbooks and curricula pertaining to occupational awareness in the health occupation area suitable for elementary grades.					
c. Accept invitations to speak to elementary students regarding careers within the health occupation area.					
5. The home economics supervisor and assistant supervisor will provide assistance to occupational awareness programs requesting information concerning home economics related occupations.	\$ 450	\$ 450	\$	B-9	Information will be made available for use with 7,700 elementary students concerning careers related to home economics.
a. Provide information to teacher educators on elementary level occupational awareness programs for use in their teacher training programs.					Future teachers will have information concerning elementary occupational awareness programs.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
b. Maintain an up-to-date file on home economics occupations curricula and resource material relevant to elementary students.					Requests for current information will be responded to promptly.
6. The home economics supervisor will provide resources to home economics teachers so they can cooperate with elementary teachers regarding a total school nutrition education program. Five inservice workshops will be conducted to introduce nutrition education curriculum materials in grades 1-6.	\$ 250	\$ 250	\$	B-9	Students will become informed on good nutrition.
7. The technical, trade and industrial education supervisor will, upon request, provide assistance to occupational awareness programs by providing information as it relates to industrial occupations.	\$ 500	\$ 500	\$	B-9	Information for use with 7,700 elementary students concerning careers in industrial occupations will be provided.

LEVEL: Elementary

POPULATION SERVED: Disadvantaged

GOAL: By 1980, 1,890 disadvantaged students at the elementary level will annually have the opportunity to succeed in a program of occupational awareness.

OBJECTIVE: By June 30, 1976, 870 disadvantaged elementary students will receive special help designed to enable them to succeed in occupational awareness programs.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
A. Consultative services will be provided to at least six school districts in order to develop and implement compensatory aspects to all occupational awareness programs.	\$ 300	\$	\$ 350	B-9	At least 870 students with special needs will receive the assistance they need to succeed in the program.

LEVEL: Elementary

POPULATION SERVED: Handicapped

GOAL: By 1980, 370 handicapped students at the elementary level will annually have the opportunity to succeed in a program of occupational awareness.

OBJECTIVE: By June 30, 1976, 155 handicapped elementary level students will receive special help designed to enable them to succeed in occupational awareness programs.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
A. Consultative services will be provided to at least six school districts in order to develop and implement compensatory aspects to all occupational awareness programs.	\$ 450	\$	\$ 130	B-9	At least 155 students with special needs will receive the assistance they need to succeed in the program.

The following is the rationale that supports the goals, objectives and activities as they appear in Table 3 for the appropriate level and population.

LEVEL: Secondary POPULATION SERVED: General

The Vocational Skills staff of the State Superintendent's office will, during fiscal year 1976, assist schools in the expansion of existing programs and encourage development of new programs in areas where needs exist.

Local school districts will be assisted in the evaluation of their present vocational offerings resulting in revised curricula designed to better prepare students for occupations and expanded vocational programs which allow more students to enroll. In addition to the expansion and strengthening of existing programs, it is anticipated that new programs will be established in the following areas: vocational agriculture - two programs; distributive education - one program; health occupations - three programs; consumer and homemaking - four programs; wage earning home economics - three programs; trade and industrial education - three programs.

The rationale behind the expansion of existing programs and the establishment of new programs is based on an analysis of Tables 1 and 3 as it relates to projected industrial expansion and replacement needs and vocational education output of student completion at the secondary level. The analysis of these two tables points out the following facts.

	<u>Current Employment</u>	<u>Secondary Student Completion</u>	<u>Expansion/ Replacement Needs</u>
01. Agriculture	34,240	765	1,220
04. Distribution	64,860	635	1,300
07. Health	13,550	76	1,340
09. Wage Earning Home Economics	4,040	70	540
14. Office	39,300	1,395	3,170
16. Technical	12,340	132	740
17. Trades and Industry	65,200	2,055	2,350

Although it appears that an overabundance of secondary students is available for the estimated number of jobs available in the area of trades and industry, it is estimated that fewer than one-third of the students (685) completing trade and industrial programs will actually enter the labor market. The rest of these students will go on to further training or may change career objectives. This fact holds true for all areas of vocational training on the secondary level; however, the actual percentage of students entering the labor market varies somewhat, depending on the level of difficulty of entry skills required by the occupation.

To further support the need for increased training opportunities at the secondary level, an analysis of total secondary school enrollments (Table 2) as it relates to projected vocational enrollment (Table 4) was made. It is anticipated that secondary enrollments will increase by 5,525 students from fiscal year 1974 to fiscal year 1976. When the total anticipated secondary vocational enrollment of 40,805 is compared with the total anticipated secondary enrollment in the state of 56,450, it points out that Montana has enrolled in vocational programs 72 percent of the state's total secondary population. Although this appears to be a large percentage of the total secondary population, the following facts must be taken into account:

1. Students enrolled in group guidance/prevocational and industrial arts programs account for 18,400 secondary students. These students are looked upon by the State Superintendent's office as being enrolled in exploratory programs which lead toward preparatory vocational programs.
2. Of the 22,405 remaining students who are enrolled in occupational programs, approximately 5,128 will complete. When one considers the number of students going on to further training or changing career objectives, it can be safely assumed that the number being trained at the secondary level will not meet an annual labor expansion and replacement need of 10,660 employees.

LEVEL: Secondary POPULATION SERVED: Disadvantaged

Programs at this level will be designed to assist disadvantaged students to succeed in regular or specially-designed vocational programs. This will be accomplished by focusing on the students' diagnosed problems and by providing them with such services as vocational counseling, work adjustment training, individualized instruction and on-the-job training. Those students specifically identified in the goal and objective are students in approved vocational special needs projects. In addition, the special needs supervisor will encourage local school districts to assist all disadvantaged students through the identification of the student's particular disadvantage with steps taken to give the student special attention in order that he might succeed in a regular ongoing vocational education program.

It is anticipated that a minimum of 1,260 secondary students will be served by identified programs for disadvantaged students and, although this number constitutes only three percent of the state's projected disadvantaged population of 46,830, the following factors must be taken into consideration.

1. The number of students to be served reflects only those students identified in special secondary vocational special needs programs.

2. Vocational special needs programs for the disadvantaged do not operate in isolation of other programs designed to assist disadvantaged students, but rather, complement the efforts of ESEA Title I programs and local school district special education activities.

LEVEL: Secondary POPULATION SERVED: Handicapped

Programs at this level will be designed to serve handicapped students in regular or special vocational education programs. This will be accomplished by focusing on the effects of the students' handicaps and providing them with such services as individualized courses of instruction, vocational counseling, job placement and special tools and equipment.

Those students identified in the goal and objective are students in approved vocational special needs projects and do not reflect the total statewide effort to provide services to handicapped individuals.

As is the case with disadvantaged programs, handicapped special needs programs complement the total statewide effort to assist students.

Montana has a strong commitment toward serving the needs of the handicapped, as is exemplified by the fact that the 1974 state legislature passed legislation which expanded the definition of a handicapped person and made it mandatory that educational services be provided to all individuals, under this definition, by the year 1979. The 1976 state legislature continued the trend of expanding services to the handicapped by providing for community-based services for many who are now institutionalized and by providing for regional special education services.

LEVEL: Secondary

POPULATION SERVED: General

GOAL: By 1980, vocational education programs will annually meet the needs of 47,431 secondary level students.

GOAL: By June 30, 1976, vocational education programs will meet the needs of 43,130 secondary level students.

OUTCOMES		
1974	1976	1980
40,805	43,130	47,431

Agriculture Education

OBJECTIVE: By June 30, 1976, 3,310 students will have been served by vocational agriculture programs in 62 high schools.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				Code	BENEFITS
	Federal	State	Local			
A. The agriculture education supervisor will provide leadership in agriculture education to teachers in 62 secondary vocational agriculture programs.	\$ 900	\$ 400	\$		B-9	Improved and expanded agriculture education programs in Montana relevant to the students and agricultural employment needs of the state.
1. Provide consultant service to local educational agencies when requested or needed.						Local agencies will receive prompt and appropriate services.
2. Promote and encourage curriculum revision to emphasize instruction leading to off-farm occupational employment, improved farm management practices and increased agricultural production.						Students will be served by programs reflecting the needs of agriculture industry.
3. Make at least one on-site visitation to 25 secondary programs of vocational agriculture during 1975-76 school year.						Programs will be evaluated according to objectives stated in project proposals.
4. Assist schools in obtaining qualified teachers, as requested, by working with the agriculture teacher training program at Montana State University and, when necessary, contacting out-of-state teacher training programs.						Students will receive instruction from qualified teachers.
5. Conduct a district meeting for 70 local vocational agriculture teachers in each of the eight PFA districts in Montana during the month of September.						Current problems and solutions will be discussed with a minimum absence of the teacher from the classroom.
6. Conduct three state meetings for agriculture teachers with one in each of the following months: October, January and April.						Teachers will share experiences and exchange information on a state-wide basis.
7. Establish at least two new vocational agriculture programs in high schools during the 1975-76 school year.						Appropriate and quality vocational agriculture programs of instruction will be expanded to serve more students.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
B. Continue funding 61 existing programs.	\$ 22,000	\$ 67,355	\$ 770,000	B-1	At least 723 secondary students will be prepared for entry level employment in agriculture or for further training in an agricultural occupation.
1. Process all agriculture education project proposals.					
2. Approve only those programs that are operating on a minimum of ten months and allow time for supervision of students in their supervised experience programs.					
3. Process claims for reimbursement.					
C. Provide leadership and serve as the advisor to 2,150 state FFA members.	\$ 2,300	\$ 2,300	\$	B-9	Approximately 2,150 FFA members will have the opportunity to improve their leadership abilities.
1. Conduct one leadership school for local officers in each of the eight FFA districts in Montana during the month of September.					Local student leaders will be identified and trained for leadership roles.
2. Arrange and help conduct an interstate leadership training meeting of Montana and Wyoming FFA state officers; the meeting to be held in Montana in alternate years during the month of June.					FFA state officers will develop leadership skills.
3. Conduct the annual State FFA Leadership Conference in April.					FFA members from all chapters in the state will elect new officers, receive awards and conduct business of the state association.
4. Maintain budget and obtain additional funding from business and industry for state association.					FFA association will remain financially solvent.
5. Prepare and disseminate at least four issues (one quarterly) of the state FFA newspaper.					Current information will be supplied to FFA members.
6. Make annual arrangements for competitive teams to participate in regional and national competition.					Students will not encounter undue problems in participating in regional and national FFA events.

Business and Office Education

OBJECTIVE: By June 30, 1976, 1,600 students will have been served by vocational business and office education programs in 100 secondary schools.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
A. The business and office education supervisor will assist in developing programs.	\$ 14,000	\$ 32,147	\$ 100,000	B-1	Secondary programs will receive updated technical assistance as requested.

OUTCOMES		
1974	1976	1980
1,170	1,600	2,000

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
1. Curriculum development assistance will be available to 100 requesting schools.					Schools will receive assistance in utilizing updated teaching techniques.
2. Participate in 50 school visitations and program recommendations according to:					Schools will have the opportunity to receive services in:
a. Request by the school.					Identified needs.
b. Ongoing programs not visited for three years.					Program revision and modification.
c. Programs with first-year instructors.					Assisting teachers new to the school.
d. Schools with first-year reimbursed programs.					Teaching and planning methods.
e. Schools with weak or unimproved ongoing programs.					Updating and upgrading curriculum content.
B. Continue funding 100 existing programs, processing proposals and reimbursement claims and program assessment according to the guidelines contained in the appendix.	\$ 27,000	\$ 117,872	\$ 627,000	B-1	Upon high school termination, 1,500 secondary school students will have had the opportunity to develop entry-level employment skills.
C. Provide supplemental funding in three schools or as need is verified.	\$	\$ 28,816	\$ 30,000	B-1	About 350 students will receive entry-level employment training with updated equipment.
D. Provide coordinating assistance between 25 local Office Education Association chapters and 350 state members and the National Office Education Association office.	\$ 1,300	\$ 1,300		B-9	Opportunities in leadership and personal development skills will be offered to 350 students.
1. Plan and conduct the annual delegate assembly for 150 state members in October.					Local student leaders will be identified and state officers will receive leadership training.
2. Plan and conduct the annual state officers' leadership workshop in January.					State officers will be trained to provide effective leadership.
3. Plan and conduct the Annual State OEA Leadership Conference in April for 200 delegates.					Students will have the opportunity to compete in occupational contests and leadership training.
4. Provide liaison between local chapters and the national OEA office.					Policies and directions will be available to local chapters.
5. Maintain a working relationship with business establishments.					Activities of OEA on state and local levels will be aligned with business and community activities.

Distributive Education

OBJECTIVE: By June 30, 1976, 1,605 secondary students will have been served by distributive education programs in 19 high schools.

				OUTCOMES		
				1974	1976	1980
				1,565	1,605	1,750
ACTIVITIES (During this Budget Year)	FUNDS BUDGETED			BENEFITS		
	Federal	State	Local			
A. The distributive education supervisor, in cooperation with the teacher training program at Montana State University, will continue working with the final development stages of a two-year competency-based distributive education curriculum to be implemented on a statewide basis by September, 1975.	\$ 250	\$ 250	\$	B-9	All distributive education students will be served by a uniform curriculum resulting in standardized student evaluations; ease of transfer from a program in one school to that of another; instruction based on competencies needed; and standardized program evaluation.	
1. An institute involving 20 distributive education teacher-coordinators will be held during the 1975 summer session at Montana State University for the purpose of evaluating and making final revisions to the competency-based distributive education curriculum.					Teacher-coordinators will be involved in developing the curriculum and will build needed competencies. The teacher-coordinators who developed and tested the competency-based curriculum will be involved in its evaluation and final revision.	
2. Print and disseminate a two-volume competency-based distributive education curriculum guide to all teacher-coordinators in Montana by September 1975.	\$ 2,000	\$ 500	\$	B-9	Programs will be developed uniformly throughout the state.	
3. On request, disseminate the curriculum guide to persons in other states on a cost-recovery basis.				B-9	Current competency-based curriculum information will be available to all vocational education personnel throughout the nation to aid in the development and updating of their curricula.	
B. Establish one new two-year distributive education program during the 1975-76 school term to serve 40 students.	\$ 10,000	\$	\$ 25,000	B-1	Forty additional secondary students will be prepared for entry-level employment in marketing and distributive occupations and/or for further training in the field.	
C. Continue funding 18 existing distributive education programs serving 1,565 students.	\$ 35,000	\$ 68,886	\$ 200,000	B-1	About 1,565 secondary students will be prepared for entry-level employment and/or for further training in the field of marketing and distribution.	
D. Make at least one on-site visitation to 10 secondary distributive education programs during the 1975-76 school term. Standardized program evaluation will assure that distributive education students receive quality instructional and on-the-job experience.	\$ 1,000	\$ 500	\$	B-9		

ACTIVITY (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
E. As state DECA advisor, provide leadership development activities for secondary DECA members.	\$ 2,000	\$ 500	\$	B-9	About 650 distributive education students will develop their leadership and citizenship qualities and strengthen their marketing competencies through DECA activities.
1. Organize and conduct the annual DECA board of governors conference.					DECA members from 19 Montana chapters will elect state DECA officers.
2. Organize and conduct one planning meeting for state DECA officers and chapter board of governor representatives.					State DECA officers and 19 DECA chapter representatives will plan all Montana DECA activities.
3. Arrange and conduct the Annual DECA Career Development Conference.					Three hundred DECA members will participate in competitive activities designed to test and strengthen their marketing skills.
4. Maintain all financial records and develop additional income sources from business for Montana DECA.					Montana DECA will remain financially solvent.
5. Coordinate all activities and travel arrangements for DECA members attending regional and national DECA conferences.					Students and advisors will not experience undue problems when traveling to and participating in regional and national conferences.
6. Assist in upgrading existing DECA chapters and promote the expansion of those chapters by encouraging greater student participation.					More students will be served by better DECA chapter programs.

Health Occupations Education

OBJECTIVE: By June 30, 1976, 85 students in six secondary schools will be served in health occupations programs.

ACTIVITIES (During this Budget Year)		FUNDS BUDGETED				OUTCOMES		
						1974	1976	1980
						51	85	150
		Federal	State	Local	Code	BENEFITS		
A.	Provide consultative services in the development of at least three new exploratory health occupation programs.	\$ 1,000	\$ 500	\$	B-9	Assure the design and operation of quality exploratory health occupation programs.		
B.	Provide consultative services to the five existing health occupation education programs which will serve approximately 50 students.	\$ 1,000	\$	\$ 50,000	B-1	Assure up-to-date knowledge and basic competencies are being required for entrance into a health career.		

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
C. Continue funding the existing five health occupation education programs serving approximately 50 students.	\$ 3,000	\$ 38,270	\$ 75,000	B-1	Provide students with the opportunity to receive skill training in the health occupation area.
D. Identify existing clinical facilities available to health occupation education programs and to encourage utilization of new approaches to the clinical training.					Assure utilization of all clinical facilities in an area and that students are receiving adequate clinical training.
E. In cooperation with the cooperative vocational education supervisor, encourage development of new cooperative skill training health occupation programs.	\$ 800	\$ 300		B-9	Provide a viable method for the inclusion of secondary health occupation programs in small rural schools.
F. Develop a publication listing all post-secondary health occupation programs in the state and in surrounding states.					Provide up-to-date information to students interested in continuing education in the health occupation area.

Consumer and Homemaking Education

OBJECTIVE: By June 30, 1976, 10,690 secondary level students (including 1,500 boys) in 104 schools will have been served in consumer and homemaking programs.

						OUTCOMES		
						1974	1976	1980
						10,372	10,690	11,500
ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS			
	Federal	State	Local	Code				
A. Nearly 725 high school students in consumer and homemaking will participate in individualized instruction programs in 20 schools.	\$ 1,800	\$ 1,800	\$ 50,000	F	Students will progress at their own rate in consumer and homemaking programs.			
1. On-site visits will be made to new programs.					New programs will meet the needs of students.			
2. Disseminate descriptions of programs and lists of resources to interested schools.					Information on all programs will be available to all schools.			
3. Sponsor an inservice workshop for 20 teachers with new and ongoing individualized instruction programs.					Teachers will receive guidelines for individualized instruction. In addition, strengths and weaknesses of programs will be shared.			
B. Provide leadership and consultant services to all consumer and homemaking programs (7-12).					Improve consumer and homemaking programs in grades 7-12.			
1. Conduct five inservice workshops that will be planned to meet surveyed teacher needs.	\$ 2,300	\$ 1,000	\$ 1,500	B-9	Timely information will be provided to teachers.			
2. Prepare and disseminate two news bulletins.					Current information will be available to teachers.			
3. Make on-site visits, as requested and deemed necessary, to assist teachers and administrators in evaluating present programs and developing new programs.					Teachers and administrators will have assistance in planning programs coherent with trends in home economics.			

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
4. Provide resources and consultant services to the four ongoing programs and three new programs in exploring childhood.					One hundred students will gain more understanding of small children and themselves through the activities in the exploring childhood program.
5. Provide resources and consultative services pertaining to consumer education to all home economics teachers.					Students enrolled in home economics courses will become better consumers.
C. Continue funding 102 existing programs.	\$ 98,500	\$ 34,000	\$ 948,000	F	A total of 10,690 secondary students (boys and girls) will have received experience in consumer and homemaking to prepare them for responsibilities in today's society.
D. Establish four new programs.	\$ 18,000	\$	\$ 50,000	F	Program offerings will be expanded to serve 340 more students not presently being served in consumer and homemaking programs.
E. Provide students in 90 chapters of Future Homemakers of America with experiences for personal growth through future homemakers activities in and out of the classroom.	\$ 2,600	\$ 500	\$	B-9	Through FHA activities, 2,000 students will experience personal growth and develop leadership abilities.
1. The home economics education assistant supervisor will act as state FHA adviser.					FHA will be coordinated on a statewide basis.
2. Attend the national meeting with local advisers and state officers.					The State Superintendent's office will support leadership at the national level.
3. Conduct two FHA executive council meetings.					FHA will operate in an organized manner and leaders will fulfill their assignments.
4. Coordinate the state FHA meeting.					State FHA meeting will occur according to plan.
5. Prepare, publish and disseminate at least two issues of the FHA newsletter.					Members of FHA will be furnished with current information.
6. Prepare and disseminate relevant information to local advisers.					Local advisers will be informed relative to current issues.

Wage Earning Home Economics Education

OBJECTIVE: By June 30, 1976, 375 secondary level students in 17 schools will have been served in wage earning occupations related to home economics.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
A. Upon request, provide leadership and consultant services to schools with home economics related occupations (HERO) programs and assist with establishing four new programs and two expanding programs.	\$ 1,400	\$ 500	\$	B-9	Improve HERO and wage earning programs related to home economics.

OUTCOMES			
1974	1976	1980	
321	375	450	

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED			Code	BENEFITS
	Federal	State	Local		
a. Requests by the school and team evaluations.					Identified needs.
b. Programs with first-year instructors.					Assisting teachers new to the school and the trade and industrial field.
c. Schools with new programs.					Implementing new programs.
d. Ongoing programs not visited within the last three years.					Program revision and updating.
3. Funding will be provided for 125 existing and three new programs.	\$ 22,000	\$ 167,613	\$ 1,401,132	B-1	About 1,934 students will complete senior level programs and be prepared for entry-level employment and/or further training.
B. The technical, trade and industrial education supervisor, as state director of the Montana Association of Vocational Industrial Clubs of America will:	\$ 2,100	\$ 500	\$	B-9	
1. Conduct a leadership workshop for all state and local officers.	\$	\$	\$ 500	B-9	VICA state and local officers will have an opportunity to develop leadership and citizenship abilities, along with occupational competence.
2. Conduct the Annual State VICA Leadership Conference in April for 250 delegates.	\$	\$	\$ 500	B-9	VICA members will have the opportunity to develop leadership abilities and demonstrate their skills in competitive events.
3. Manage the association's budget in a manner acceptable to the membership and yearly audit.					The state VICA organization will be financially solvent.
4. Conduct continuous promotion of VICA.					A greater number of students will be served by better VICA chapters.
5. Conduct two meetings with the state officers.					State officers will be more involved with their duties.

Technical Education

OBJECTIVE: By June 30, 1976, 320 students will be served by secondary technical education programs. Approximately 140 students will complete programs during the fiscal year.

ACTIVITIES (During this Budget Year)					FUNDS BUDGETED			OUTCOMES				
					Federal	State	Local	Code	BENEFITS	1974	1976	1980
										297	320	326
A. The technical, trade and industrial education supervisor will provide administration and supervision services by funding two existing programs and making on-site visitations to these programs.					\$ 1,100	\$ 38,270	\$ 75,000	B-9 B-1	Schools will have an opportunity to receive technical assistance and program evaluation. About 140 students will complete senior level programs and be prepared for entry-level employment and/or further training.			

Work-Study

OBJECTIVE: By June 30, 1976, 150 students will be employed in vocational work-study programs.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	OUTCOMES
					1974 1976 1980
					126 150 200
A. Continue funding 25 existing programs.	\$ 24,000	\$	\$ 4,800	H	Provide employment for 150 students.

Career Guidance

OBJECTIVE: By June 30, 1976, a career guidance program will be developed and implemented to serve 12,500 students. (Junior and senior high school student population in grades 7-12 is approximately 80,000.)

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	OUTCOMES
					1974 1976 1980
					12,000 12,500 14,000
A. The guidance and counseling supervisor will provide assistance to schools in developing and implementing career guidance programs by:	\$ 2,000	\$ 1,000	\$	B-9	At least 12,500 students will have better information for making career decisions.
1. Providing teachers with current information on state occupational awareness programs and resources available for program implementation.					Students will be served by more uniform and coordinated occupational awareness programs.
2. Providing 9,000 eighth grade students with the career planning profile report on the differential aptitude test.					Students will be able to relate their occupational choices to their abilities, preferences and educational plans.
3. Continuing to conduct meetings for selected career education directors to plan, coordinate and promote occupational awareness activities.					Career education directors will be able to better communicate their successful approaches in meeting student occupational awareness needs, thereby assisting each other in program development.
4. Working with the State Superintendent's staff in promoting career guidance through conferences and newsletters.					State Superintendent's staff will be aware of current trends and will be able to better serve school districts.

Cooperative Vocational Education

OBJECTIVE: By June 30, 1976, 800 secondary students will have been served by 43 cooperative vocational education programs.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	OUTCOMES
					1974 1976 1980
					590 800 1,250
A. Establish five new cooperative vocational education programs.	\$ 60,000	\$	\$ 30,000	G	Program offerings will be expanded to serve 100 additional students not presently being served.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
B. Continue funding 38 cooperative vocational education programs.	\$ 178,000	\$	\$ 154,000	G	Approximately 700 secondary students will receive practical on-the-job training related to their vocational education classroom work.
C. The cooperative vocational education supervisor will provide consultative services and disseminate current information relating to the implementation, maintenance, evaluation and improvement of cooperative programs.					Provide 65 cooperative education coordinators with current materials, resources and regulations related to cooperative program operation.

LEVEL: Secondary

POPULATION SERVED: Disadvantaged

GOAL: By 1980, 1,450 disadvantaged secondary level students will annually receive special help designed to enable them to succeed in a vocational education program.

OBJECTIVE: By June 30, 1976, 1,260 disadvantaged secondary level students will receive special help designed to enable them to succeed in a vocational education program. (Additional enrollment at the secondary level is carried in projects serving students at more than one level and in projects not yet received.)

					OUTCOMES		
					1974	1976	1980
					1,295	1,260	1,450
ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS		
	Federal	State	Local	Code			
A. The special needs supervisor will provide consultative and program monitoring services to at least 16 school districts and two institutions in order to develop and implement supplementary aspects to vocational programs serving disadvantaged students in the following areas:	\$ 5,000	\$ 1,000	\$	B-9			
1. Vocational counseling--one project to provide vocational counseling to Indian students enrolled or desiring to be enrolled in vocational courses.	\$ 12,500	\$	\$ 12,500	102b	About 125 dropout or potential dropout students at Hardin will receive services designed to motivate them to complete vocational courses.		
2. On-the-job training--two projects to provide vocational skill training in small communities that have limited options in vocational education programs in the school.	\$ 9,000	\$	\$ 3,000	B-4	Thirty students in Eureka will stay in school, develop skills in occupations of their choice and learn job holding skills.		
	\$ 74,250	\$	\$ 24,750	102b	One hundred Indian students in Browning who are dropouts or potential dropouts will remain in school, learn job skills and develop work attitudes needed to retain employment.		
3. Programmed, multi-sensory instruction--four projects will provide vocational instruction to students needing other than traditional teaching methods to succeed in vocational training.	\$ 67,875	\$	\$ 22,875	B-4	Eighty dropout and potential dropout students in Billings will learn job skills and will be returned to regular school programs.		

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
4. Remedial programs--four projects will provide remedial instruction in basic and vocational skills.	\$ 40,000	\$	\$	B-4	One hundred twenty institutionalized boys in Miles City will receive vocational training in tool technology, welding, small engines, blueprint reading and motorcycle repair.
	\$ 74,000	\$	\$	B-4	One hundred educationally deficient or potential dropout students will develop vocational skills in small engine repair, welding, motorcycle repair and will upgrade their basic reading and math skills. (This shared services program serves students in Box Elder, Kremlin, Gildford, Hingham, Rudyard, Inverness and Joplin.)
	\$ 3,000	\$	\$	102b	Thirty students in Box Elder will develop vocational skills and will upgrade their basic skills in reading and math.
	\$ 43,500	\$	\$ 14,500	B-4	Forty-five students in Roman will receive tutorial and other supplemental services to enable them to succeed in vocational skills and remedial basic skills programs.
	\$ 41,140	\$	\$	B-4	Forty-eight dropout, potential dropout and handicapped students in Polson will be provided special learning materials and supplemental services to enable them to succeed in the regular agriculture, drafting, electronics, carpentry, mechanics, welding, office, graphic arts, accounting and wage earning home economics classes.
	\$ 5,000	\$ 5,000	\$	B-4	Thirty institutionalized girls in Helena will receive remedial aid in reading to enable them to succeed in regular vocational programs in office education and health occupations.
	\$ 3,950	\$	\$ 1,450	B-4	Twenty-five students in Winifred will receive additional instruction in reading and math.

LEVEL: Secondary

POPULATION SERVED: Handicapped

GOAL: By 1980, 445 handicapped secondary level students will annually receive special help designed to enable them to succeed in a vocational education program.

OBJECTIVE: By June 30, 1976, 390 handicapped secondary level students will annually receive special help designed to enable them to succeed in a vocational education program.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED			Code	OUTCOMES		
					1974	1976	1980
					350	390	445
	Federal	State	Local		BENEFITS		
A. The special needs supervisor will provide consultative and program monitoring services to at least six school districts and the Montana School for the Deaf and Blind in order to develop and implement supplementary aspects to vocational programs serving handicapped students in the following areas:	\$ 4,500	\$ 1,000	\$	B-9			
1. Interpreter-tutor and vocational counseling--one project to provide deaf or blind students with vocational counseling and interpreter-tutor services.	\$ 18,000	\$	\$ 6,000	B-5	Forty deaf or blind students at the Montana School for the Deaf and Blind, Great Falls, will be integrated into and succeed in regular public school vocational skills programs.		
2. On-the-job training--one project to provide vocational skills training in a community that has limited options in vocational education.	\$ 11,250	\$	\$ 3,750	B-5	Fifteen students in Browning will learn job skills and develop work attitudes needed to retain employment.		
3. Additional projects not yet received but under development.	\$ 68,352	\$ 3,000	\$ 35,676	B-5			

The following is the rationale that supports the goals, objectives and activities as they appear in Table 3 for the appropriate level and population.

LEVEL: Post-Secondary POPULATION SERVED: General

The Vocational Skills staff of the State Superintendent's office will, during fiscal year 1976, assist post-secondary schools to strengthen present vocational program offerings and develop new program offerings in occupational areas where the demand for skilled labor is not being met. In order to strengthen present offerings to insure they are kept current with changing technology in business and industry, the following activities will be accomplished: development of a uniform program evaluation system and long-range plans for construction of new post-secondary vocational education facilities. Due to the lack of adequate funds, the expansion of existing programs to accommodate more students and the establishment of new programs will be rather limited during fiscal year 1976. With limited expansion kept in mind, it is anticipated that three new health occupations programs may be implemented.

It is estimated that post-secondary enrollments will increase by an additional 324 students from fiscal year 1974 to fiscal year 1976; thus an estimated 3,676 students will be served. The anticipated number of students enrolled in post-secondary vocational programs will make up 11 percent of the total estimated post-secondary population of 34,225 for fiscal year 1976.

The reason for the small increase in the number of students served by post-secondary vocational programs is based on the fact that without enlarged facilities or increased operational budgets to affect using instructional costs, it is difficult to expand the number of students to be served without damaging the quality of the instructional programs.

A post-secondary vocational-technical center coordinator will be hired to develop a procedures and policy manual and to provide state level leadership in the development of planning for course offerings, construction and other aspects of center operation.

LEVEL: Post-Secondary POPULATION SERVED: Disadvantaged

Programs for post-secondary disadvantaged students will be designed to give them the opportunity to gain saleable skills by having special attention directed toward their diagnosed problems. In order to assist students at this level, programs will utilize either segregated or integrated services. Segregated services will provide the students involved with occupational evaluation, work adjustment and specialized vocational training in programs designed specifically for disadvantaged students. The integrated services will provide psychological counseling and course of instruction modification services to students enrolled within the regular post-secondary vocational education program.

It is anticipated that a minimum of 163 post-secondary students will be served in programs for disadvantaged students. This number reflects only those students identified in special post-secondary vocational special needs programs and does not take into account programs which serve more than one level of instruction or services provided disadvantaged persons through other state and federal agencies. As explained in the rationale for the secondary level, vocational special needs programs for the disadvantaged do not operate in isolation of other programs designed to assist these students, but rather complement the efforts of other programs and services designed to assist disadvantaged.

LEVEL: Post-Secondary

POPULATION SERVED: Handicapped

Programs at this level will assist students identified as being handicapped by providing them with special services directed toward the effects of their handicap, in order that they will have the opportunity to succeed in regular or special vocational education programs designed to give them saleable skills. These programs will provide such services as training in independent living skills, individualized vocational training, psychological counseling, occupational evaluation, work adjustment and on-the-job training.

The number of students identified in the goal and objective reflects only those who are anticipated to be enrolled in approved projects utilizing federal vocational funds. These totals do not reflect the total state effort to provide services to handicapped individuals. The special needs supervisor works closely with other state and federal agencies in order to coordinate services and vocational programs for handicapped persons in an attempt to assure unnecessary program duplication among agencies dedicated to assisting handicapped persons to become productive employees.

LEVEL: Post-Secondary

POPULATION SERVED: General

GOAL: By 1980, post-secondary vocational education programs will annually meet the needs of 4,239 students in relation to current and future manpower requirements.

GOAL: By June 30, 1976, vocational education will meet the needs of 3,676 post-secondary students. (The 1976 goal will be achieved through the accomplishment of the following program objectives and activities.)

OUTCOMES		
1974	1976	1980
3,352	3,676	4,239

Agriculture Education

OBJECTIVE: By June 30, 1976, 100 students will have been served in post-secondary agriculture education programs.

					OUTCOMES		
					1974	1976	1980
					65	100	125
ACTIVITIES (During this Budget Year)		FUNDS BUDGETED					
		Federal	State	Local	Code	BENEFITS	
A.	The agriculture education supervisor will provide consultant service to vocational-technical centers, community colleges and institutions of the university system.	\$ 32,000	\$ 150,000	\$ 55,000	B-2		
1.	Fund three existing programs.					About 100 students will be served by programs offering a high potential for employment.	
2.	Provide curriculum materials based on job competency requirements as determined by research conducted by the agriculture education department at Montana State University.					Students will receive competency-based instruction utilizing competencies identified by the agriculture industry.	
3.	Provide advisory service to post-secondary organized youth groups.					Students will have an opportunity to develop agricultural leadership and citizenship.	

Business and Office Education

OBJECTIVE: By June 30, 1976, 1,064 post-secondary students will have been served in eight business and office education programs.

ACTIVITIES (During this Budget Year)					FUNDS BUDGETED			OUTCOMES			
					Federal	State	Local	Code	1974	1976	1980
									1,014	1,064	1,114
					BENEFITS						
A.	The business and office education supervisor will assist with program and facility planning, evaluation, funding and curriculum revision.				\$ 136,561	\$ 614,445	\$ 197,645	B-2	Students will be provided an opportunity to become gainfully employed in business and office-related occupations.		
B.	The supervisor will provide coordinating assistance between five local Office Education Association chapters and 100 state members and the national OEA office.				\$ 1,100	\$ 1,100		B-9	Leadership and personal development skills will be offered to 100 students.		

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
1. Plan and conduct the annual delegate assembly for 100 state members in October.					Local student leaders will be identified and receive leadership training.
2. Plan and conduct the annual state officers' workshop in January.					State officers will be trained to provide effective leadership.
3. Plan and conduct the annual state OEA leadership conference in April for 100 state members.					Students have the opportunity to compete in occupational contests and leadership training.
4. Respond as liaison with the local chapters and the national OEA office.					Timely information will be available to local chapters.
5. Maintain a working relationship with local business establishments.					Activities of OEA on state and local levels will be aligned with business community activities.

Distributive Education

OBJECTIVE: By June 30, 1976, 250 post-secondary students will be served by distributive education (mid-management) programs in six post-secondary schools.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS									
	Federal	State	Local	Code										
					<table><tr><th colspan="3">OUTCOMES</th></tr><tr><th>1974</th><th>1976</th><th>1980</th></tr><tr><td>168</td><td>250</td><td>375</td></tr></table>	OUTCOMES			1974	1976	1980	168	250	375
OUTCOMES														
1974	1976	1980												
168	250	375												
A. Establish one new post-secondary distributive education (mid-management) program specializing in the area of building materials distribution to serve 20 students.	\$ 4,200	\$ 18,000	\$ 800	B-2	Twenty post-secondary students will be prepared for entry and/or management trainee level employment in building materials distribution occupations.									
B. Continue funding five existing post-secondary distributive education (mid-management) programs serving 230 students.	\$ 28,500	\$ 74,040	\$ 30,700	B-2	A total of 230 post-secondary students will be prepared for entry and/or management trainee-level employment in marketing and distributive occupations.									
C. The state DECA advisor will provide leadership development for 80 post-secondary students through DECA activities.	\$ 300	\$ 300	\$	B-9	Eighty students will develop and strengthen their leadership abilities and marketing skills through DECA activities.									
1. Organize and conduct state meetings and workshops.					Students will be given the opportunity to participate in leadership and career development activities.									
2. Promote the establishment of one new DECA chapter to serve 20 students.					Twenty additional students will have the opportunity to participate in DECA.									
3. Coordinate activities and travel arrangements for students attending regional and national DECA meetings.					Students and advisors will not experience undue problem while participating in DECA activities.									
4. Provide assistance to two existing DECA chapters and promote the expansion of those chapters.					More stimulating experiences will promote greater interest in DECA at the post-secondary level.									

Health Occupations Education

OBJECTIVE: By June 30, 1976, 680 post-secondary students will be served by health occupations programs.

					OUTCOMES		
					1974	1976	1980
					654	680	725
ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS		
	Federal	State	Local	Code			
A. The health occupations education supervisor will continue to provide consultative services to the 20 existing post-secondary health occupations programs conducted at the post-secondary centers, community colleges and university units.	\$ 80,000	\$ 360,250	\$ 99,700	B-2	Schools will be assisted in broadening and improving curricula in health occupations education programs.		
1. Curriculum guidelines will be completed for the practical nurse programs.					Mobility between practical nurse programs will be enhanced. Mobility between practical nursing and A.D. and B.S. degree programs will be encouraged.		
2. Evaluation procedures for the practical nurse and nurse aide programs will be developed in cooperation with the State Board of Nursing.					Students will be assured of up-to-date instruction and skill training.		
3. All health occupations education programs will be encouraged to individualize instruction when feasible.					More viable means of instruction will be available to students.		
B. The supervisor will provide consultative service to post-secondary institutions in the development of three new entry-level skills programs in health occupations.	\$ 3,000	\$ 1,000	\$	B-9	Expansion of health occupations offerings at the post-secondary level for 45 students.		
					If appropriate, programs will be developed to provide mobility within specific health occupation careers.		
					Assurance of quality education programs based on state or national accreditation standards.		
C. Supervisor will cooperate with State Board of Health & Environmental Sciences in the development and conduct of emergency medical training programs.					Assure continuation of skilled health manpower to fill job market.		
D. Supervisor will encourage all health occupation programs to utilize all available clinical facilities.							
1. Work in cooperation with State Board of Nursing to coordinate the utilization of clinical facilities between practical nursing and A.D./B.S. nursing programs.					Students will be assured of adequate training within the clinical setting.		
E. Remain knowledgeable regarding all post-secondary health occupation programs offered within the state and the financial aid available to the student.					Current information will be available to guidance counselors and secondary and post-secondary students upon request.		
F. Encourage health occupation students to participate in the VICA clubs where such an opportunity exists.					Students will have an opportunity to participate in leadership development skills.		

Wage Earning Home Economics Education

OBJECTIVE: By June 30, 1976, 350 post-secondary students will receive instruction in food service programs at two vocational-technical centers in Montana. (The outcome figures are not included under this program since the programs are funded under distributive education in Missoula and trade and industrial in Billings; the outcomes are listed under those programs.)

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				Code	OUTCOMES		
						1974	1976	1980
						0	0	0
						BENEFITS		
A. The home economics supervisor and assistant supervisor will provide leadership and consultant service to post-secondary vocational-technical centers in Missoula and Billings.	\$ 2,800	\$ 1,000	\$		B-9	Three hundred fifty students completing training in food service programs will be provided an opportunity for gainful employment.		

Trade and Industrial Education

OBJECTIVE: By June 30, 1976, 1,220 post-secondary students will have been served by trade and industrial education programs. Approximately 700 students will complete programs during the fiscal year.

					OUTCOMES		
					1974	1976	1980
					1,112	1,220	1,385
ACTIVITIES (During this Budget Year)		FUNDS BUDGETED					
		Federal	State	Local	Code	BENEFITS	
A.	The technical, trade and industrial education supervisor will assist with program and facility planning, evaluation, funding and curriculum revision for 39 existing programs based on local, state and national employment projections.	\$ 1,200	\$ 1,200	\$ 3,000	B-9	At least 700 students will complete programs which result in a high degree of employment opportunities.	
		\$ 208,739	\$ 930,381	\$ 229,506	B-2		

Technical Education

OBJECTIVE: By June 30, 1976, 362 post-secondary students will be served by technical education programs. Of these students, approximately 195 will complete programs during the fiscal year.

					OUTCOMES		
					1974	1976	1980
					339	362	515
ACTIVITIES (During this Budget Year)		FUNDS BUDGETED					
		Federal	State	Local	Code	BENEFITS	
A.	The technical, trade and industrial education supervisor will assist with program and facility planning, evaluation, funding and curriculum revision for 8 existing programs based on current local, state and national employment projections.	\$ 1,000	\$ 1,000	\$ 1,200	B-9	A total of 195 students will complete programs which result in a high degree of employment possibilities.	
		\$ 45,267	\$ 239,008	\$ 57,339	B-2		

Work-Study

OBJECTIVE: By June 30, 1976, 24 students will be employed in vocational work-study programs.

ACTIVITIES (During this Budget Year)					FUNDS BUDGETED			OUTCOMES				
					Federal	State	Local	Code	BENEFITS	1974	1976	1980
										24	24	30
A. Continue funding an existing program.	\$ 4,000	\$	\$ 800	H	Provide employment for 24 students.							

Cooperative Vocational Education

OBJECTIVE: By June 30, 1976, 145 post-secondary students will have been served by seven cooperative vocational education programs.

					OUTCOMES		
					1974	1976	1980
					120	145	425
ACTIVITIES (During this Budget Year)		FUNDS BUDGETED					
		Federal	State	Local	Code	BENEFITS	
A. Establish one new post-secondary cooperative vocational education program in marketing and distribution.		\$ 10,000	\$	\$ 8,000	G	Program offerings will be expanded to serve 20 additional students not presently being served.	
B. Continue funding six existing programs.		\$ 70,000	\$	\$ 30,000	G	About 125 post-secondary students will receive on-the-job training related to their vocational education course work.	

LEVEL: Post-Secondary

POPULATION SERVED: General

OBJECTIVE: The director of Vocational Skills, in consultation with the Vocational Skills staff in the State Superintendent's office, will supervise the program offerings in the state's five vocational-technical centers. (The number of students enrolled in the five vocational-technical program area contained in this section, Funds budgeted for the supervision of the five vocational-technical centers are included as part of vocational administration as it appears under multi-level, multi-group.)

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
A. The director of Vocational Skills will conduct monthly meetings with the directors of the five vo-tech centers in order to accomplish the following:					Activities taking place at the five vocational-technical centers will be coordinated by maintaining open lines of communication among the five vo-tech center directors and the director of Vocational Skills.
1. Coordinate proposed occupational program offerings.					Unnecessary program duplication among the centers will be avoided.
2. Establish program budgets for each of the centers which are agreed upon by all five center directors.					Greater coordination and cooperation among centers.
3. Develop accounting procedures which relate to such things as student fees and changes in accounting codes.					Reporting and fiscal administration needs of the centers will be achieved.
4. Project additional amounts of monies to request from the state legislature for the operation of the five centers.					Future planning can be implemented.
B. The director of Vocational Skills will work with the directors of each of the five vo-tech centers in the development of a system for evaluating administrative and program effectiveness.					Measurable objectives written as part of this evaluation plan will serve as the basis for participative evaluation between each vo-tech center and the State Superintendent's office, thus leading to accreditation of the centers by the Board of Public Education.
The following components of this system will be fully operational by December 31, 1976:					

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
1. Annual student placement reports by individual program area.					Placement by program area can be determined.
2. Monthly enrollment status reports by individual program area.					Enrollment by program area can be determined.
3. A plan for the evaluation of instructional resources which consist of personnel, equipment, materials, supplies and facility.					Need for additional staff training and updating of equipment and materials can be determined.
4. A plan for the evaluation of ancillary services which consist of administration, student personnel services, curriculum and supervision and budgeting and fiscal control.					Ancillary services will continue to be adaptable to the needs of vo-tech center students and industry.
C. The Director of Vocational Skills, in consultation with the vocational supervisors, will assist in construction planning of the following post-secondary vocational-technical center facilities:					Post-secondary vocational-technical center facilities will be constructed based on extensive planning related to the need for flexible space to house occupational programs.
1. Continue planning for a new facility in Great Falls, Montana.				B-6	Great Falls will have a better facility which will be able to serve more students.
2. Planning for eventual site acquisition for and construction of a new facility in Billings, Montana.				B-6	Construction and site will be based upon adequate planning.
3. Determine feasibility of facility utilization at Montana Tech prior to making any site acquisition or planning for new facility in Butte, Montana.				B-6	Possible alternatives will be explored.
4. Construction of additional facilities in Missoula, Montana.	\$	\$ 646,000	\$	B-6	Missoula will be able to serve more students.
5. Completion of Helena Vo-Tech Center building at airport facility, Helena, Montana.	\$	\$ 257,402	\$	B-6	Aircraft mechanics will be served by a program based at one site.

LEVEL: Post-Secondary

POPULATION SERVED: General

OBJECTIVE: Administration, supervision and ancillary services at the five post-secondary vocational-technical centers will result in attainment of the vocational-technical centers' objectives as listed by program area.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
A. Administration, supervision and ancillary services, such as student services, instructional support activities and operation and maintenance will be performed. A post-secondary vo-tech center coordinator will be hired.	\$ 198,592	\$ 974,915	\$ 274,368	B-2	The five post-secondary vo-tech centers will operate efficiently and smoothly. Students will find the appropriate type of training and will receive assistance in job placement as a result of competent vocational counseling.
	\$ 42,200	\$ 187,250	\$	B-9	

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
					Students will receive instruction that is supported by current instructional materials and media as a result of media center activities.
					Students will be served in buildings that are operated and maintained in an optimum manner.

LEVEL: Post-Secondary

POPULATION SERVED: Disadvantaged

GOAL: By 1980, 462 disadvantaged post-secondary students will annually receive special help designed to enable them to succeed in a vocational program.

OBJECTIVE: By June 30, 1976, 357 disadvantaged post-secondary students will receive special help designed to enable them to succeed in a vocational program. (Additional enrollment is earned in projects serving students at more than one level.)

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
					OUTCOMES
					1974 1976 1980
					320 357 462
ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
A. All post-secondary activities for the disadvantaged are being done through projects serving students from more than one level (multi-multi).	\$ 2,000	\$ 800	\$	B-9	

LEVEL: Post-Secondary

POPULATION SERVED: Handicapped

GOAL: By 1980, 142 handicapped post-secondary students will annually receive special help designed to enable them to succeed in a vocational program.

OBJECTIVE: By June 30, 1976, 105 handicapped post-secondary students will receive special help designed to enable them to succeed in a vocational program. (Additional enrollment is carried in projects serving students at more than one level.)

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
					OUTCOMES
					1974 1976 1980
					90 105 142
ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
A. Consultative and program monitoring services will be provided to at least two post-secondary vo-tech centers and one community college in order to develop and implement supplementary aspects to vocational programs serving handicapped students in the following manner:	\$ 1,500	\$ 500	\$	B-9	
1. Segregated services					
The Great Falls Vo-Tech Center will provide occupational evaluation, work adjustment and specialized vocational training to students in need of this individualized service.	\$ 29,970	\$ 51,030	\$	B-5	Seventy physically or mentally handicapped students will succeed in developing saleable job skills or advance to more technical training.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
Flathead Valley Community College will provide specific individualized vocational training and employment, together with training in independent living skills for students.	\$ 26,250	\$ 8,750	\$	B-5	Thirty-five mentally handicapped students who are too old for special education programs, but not trained for independent living or in job skills, will receive the necessary help to become productive citizens.

The following is the rationale that supports the goals, objectives and activities as they appear in Table 3 for the appropriate level and population.

LEVEL: Adult POPULATION SERVED: General

The Vocational Skills staff of the State Superintendent's office will assist local school districts and community college districts in updating curriculum offerings determining training needs and funding adult vocational programs throughout the year as the needs for specific types of training arise. The focus of program development at this level will be the upgrading of occupational skills and the retraining of an estimated 8,933 adults for new and emerging occupations.

The number of students identified in the goal and objective reflects only those adults enrolled in programs in school districts and community college districts which have made application for and received approval of adult programs eligible for vocational reimbursement. It is estimated that an additional 5,100 adults will be served in vocational programs which school districts will finance in part by utilizing a one-mill permissive adult education levy.

In addition to adult programs in the areas of agriculture, marketing and distribution, office, health occupations, trade and industrial, technical and consumer and homemaking education, training will be given to volunteer fire fighters. Programs for volunteer fire fighters will be designed to make them more proficient and will focus on such activities as general instruction in the sciences and techniques of fire prevention, protection and extinguishment and specialized instruction in arson detection, handling hazardous materials and control and extinguishment of wild land fires.

LEVEL: Adult POPULATION SERVED: Disadvantaged

Programs for adult disadvantaged students will be designed to give them the special assistance they need to succeed in a vocational program. This will be accomplished by providing the students services to supplement regular adult programs or special adult programs featuring vocational counseling and job placement services.

It is anticipated that a minimum of 163 adults will be served at this level. This number reflects only those students identified in special adult vocational special needs programs and does not take into account programs which serve more than one level of instruction or services provided disadvantaged students through other state and federal agencies.

As is the case at the secondary and post-secondary levels, vocational special needs programs for disadvantaged adults do not operate in isolation of other programs designed to assist these students, but rather, complement and are supportive of the efforts of other programs and services designed to assist the disadvantaged. An example of the above

statement is the goal and objective in this section as it relates to the Comprehensive Employment and Training Act.

LEVEL: Adult POPULATION SERVED: Handicapped

Programs at this level will be designed to serve the need to initially train or retrain the handicapped person by providing the student with special help designed to enable him or her to succeed in a vocational program. These programs will provide such services as vocational counseling, specialized vocational training placement and job placement services and will be geared toward the interests and abilities of the student.

It is anticipated that a minimum of 84 adults will be served at this level. This number reflects only those students identified in special adult vocational special needs programs and does not take into account programs which serve more than one level of instruction or services provided handicapped adults through other state and federal agencies.

LEVEL: Adult

POPULATION SERVED: General

GOAL: By 1980, adult vocational education will annually provide training for 10,823 individuals either seeking new careers or in need of upgrading present occupational skills.

GOAL: By June 30, 1976, 8,933 students will be served by adult vocational education programs. (The 1976 goal will be achieved through the accomplishment of the following program objectives and activities.)

OUTCOMES		
1974	1976	1980
7,313	8,933	10,823

Agriculture Education

OBJECTIVE: By June 30, 1976, 550 individuals will have been served in adult vocational agriculture programs.

						OUTCOMES		
						1974	1976	1980
						10	550	600
ACTIVITIES (During this Budget Year)		FUNDS BUDGETED				BENEFITS		
		Federal	State	Local	Code			
A. The agriculture education supervisor will provide leadership in adult agriculture education.						The 550 adult students will be better prepared to perform in their respective agriculture occupations.		
1.	Fund those adult education programs for which project applications have been approved.	\$ 8,000	\$ 8,000	\$ 121,000	B-3	Students numbering 550 will receive training or retraining in adult vocational programs.		
2.	Encourage the inclusion of adult education in agriculture to be a part of the total program of all 62 vocational agriculture departments.					The number of adult programs will be expanded to serve more students.		
3.	Supply course and specific adult curriculum materials.	\$ 4,500	\$ 1,000	\$	B-9	Adult programs will teach current material.		
4.	Consult with Montana State University teacher training department in preparation of new adult curriculums, or obtaining appropriate material from other states.	\$ 1,100	\$ 500	\$	B-9	New adult curricula will be produced.		

Business and Office Education

OBJECTIVE: By June 30, 1976, 680 adult students will receive training in business and office occupations in 10 schools.

					OUTCOMES		
					1974	1976	1980
					640	680	840
ACTIVITIES		FUNDS BUDGETED					
(During this Budget Year)		Federal	State	Local	Code	BENEFITS	
A.	Assist, upon request, in the development of occupational skills training and retraining in 25 districts.	\$ 500	\$ 500	\$	B-9	Expanded opportunities will be available to local districts in receiving training for exploratory or enrichment purposes commensurate with community needs; vocational decisions in job mobility will be based on broader experiences.	

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
B. Continue funding 10 existing programs.	\$ 3,000	\$ 3,000	\$ 24,000	B-3	Employed, unemployed or underemployed students numbering 600 will be trained, retrained or upgraded in business and office job competencies.
C. Assist in establishment of new programs as local districts deem necessary.	\$ 300	\$ 300		B-9	Programs offered will be expanded to serve students not presently being served according to community needs.

Distributive Education

OBJECTIVE: By June 30, 1976, 130 students will be served by adult distributive education programs.

						OUTCOMES		
						1974	1976	1980
						14	130	450
ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				Code	BENEFITS		
	Federal	State	Local					
A. Establish two new adult distributive education programs to serve 40 adult students.	\$ 1,000	\$ 250	\$ 2,500		B-3	Forty students will receive additional training, retraining and/or updating in the competencies needed in marketing and distribution.		
B. Continue funding three existing programs to serve 90 adult students.	\$ 2,000	\$ 1,000	\$ 5,000		B-3	Ninety students will receive the same services as listed in the benefit for Item A.		
C. The distributive education supervisor will provide competency-based distributive education curriculum materials to adult instructors.	\$ 300	\$ 300			B-9	Students will receive training in competency areas that are relevant to their needs.		
D. Develop and maintain a library of curriculum and resource materials that may be loaned to instructors for examination purposes.	\$ 100	\$ 100			B-9	Information requests will be served promptly and with appropriate materials.		

Health Occupations Education

OBJECTIVE: By June 30, 1976, 100 adults will have been provided with entry-level skills or upgrading programs within the health occupations area.

						OUTCOMES		
						1974	1976	1980
						187	100	150
ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				Code	BENEFITS		
	Federal	State	Local					
A. Assist, upon request, in the development of at least five continuing education programs in the "need" areas of health occupations. Development of these programs will be done in cooperation with local and state organizations.	\$ 1,000	\$ 1,000	\$ 7,000		B-3	Sixty students will receive training in areas relevant to their needs.		
						Approval credit for license renewal will be received when appropriate.		

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
B. Provide curriculum materials and consultative services to at least three skill training health occupation programs.	\$ 600	\$ 300		B-9	Assure the design and operation of three quality skill training programs serving 45 students who meet state or national approval criteria when appropriate.
C. Cooperate and coordinate with other agencies offering continuing education.	\$ 500	\$ 250		B-9	The number of quality continuing education programs will be increased and unnecessary duplication of programs eliminated.

Consumer and Homemaking Education

OBJECTIVE: By June 30, 1976, 900 adults will have been provided supplementary courses in 22 consumer and homemaking classes.

						OUTCOMES		
						1974	1976	1980
						617	900	975
ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS			
	Federal	State	Local	Code				
A. Curriculum materials and consultative services will be provided to teachers and resource persons conducting adult programs in home economics.	\$ 1,000	\$ 500		B-9	Adult programs will reflect current trends and information.			
B. Continue funding 22 existing programs and establish new programs on request.	\$ 10,000		\$ 75,000	F	A total of 900 adults will update their present skills and learn new skills in supplementary classes in home economics.			

Trade and Industrial Education

OBJECTIVE: By June 30, 1976, 3,500 adult students will receive preparatory or supplemental training and apprentice-related instruction in trade and industrial occupations.

						OUTCOMES		
						1974	1976	1980
						3,331	3,500	3,800
ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS			
	Federal	State	Local	Code				
A. The technical, trade and industrial education supervisor will:					Employed, unemployed, underemployed or indentured apprentices totaling 3,500 will be trained, retrained, upgraded or receive instruction related to a trade or industrial occupation.			
1. Continue funding 57 existing programs.	\$ 8,000	\$ 8,000	\$ 64,000	B-3				
2. Assist in establishment of new programs as deemed necessary by local school districts and joint apprenticeship councils.								
B. The technical, trade and industrial education supervisor will perform his duties as a member of the state apprenticeship council, which includes:	\$ 1,000	\$ 500		B-9	Apprentices will receive related instruction as required by Montana Apprenticeship Law.			

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
1. Informing local school districts of apprentices in their district in need of apprentice-related instruction.					Local school districts can plan adequately for student needs.
2. Assist apprentices in obtaining related instruction required by Montana Apprenticeship Law.					Apprentices will complete their training according to schedule.

Technical Education

OBJECTIVE: By June 30, 1976, 223 adults will receive supplemental and preparatory instruction in technical education.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
					OUTCOMES
					1974 1976 1980
					14 223 258
ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
A. The technical, trade and industrial education supervisor will continue funding 3 existing programs.	\$ 4,000	\$ 4,000	\$ 24,000	B-3	Employed, unemployed or underemployed adults totaling 223 will be trained, retrained or upgraded in a technical occupation.

Fire Fighter Training

OBJECTIVE: By June 30, 1976, 2,850 volunteer fire fighters will annually receive training designed to make them more proficient fire fighters.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
					OUTCOMES
					1974 1976 1980
					2,500 2,850 3,750
ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
A. Volunteer fire fighters in 50 departments will receive a minimum of thirty hours training in the sciences and techniques of fire prevention, fire protection and extinguishment.	\$	\$ 20,000	\$	B-2	Volunteer fire fighters numbering 2,000 will have the benefit of an instructional program designed to make them efficient fire fighters.
B. Regional workshops will be held in regions desiring a workshop during weekends. Workshops will consist of rescue and live fire fighting exercises.	\$	\$ 12,000	\$	B-2	Volunteer fire fighters numbering 150 will have the opportunity to work side by side with the instructor in rescue simulation and actual life fire fighting exercises with a ratio of one-to-one.
C. Special instruction in arson detection, handling hazardous materials, officership tactics and fire prevention inspection will be given to volunteer fire fighters in 10 departments.					Volunteer fire fighters numbering 300 will have the benefit of in-depth specialized instruction.
D. Special training will be given in the control and extinguishment of wild land fires to volunteer fire fighters in 10 departments located in Big Horn, Rosebud, Treasure, Custer, Powder River and Fallon counties.					Four hundred fire fighters will learn control and extinguishment of wild land fires.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED			Code	BENEFITS
	Federal	State	Local		
E. The fire fighter training supervisor and his staff, located at the Great Falls Vocational-Technical Center, will be responsible for the following ongoing activities.	\$	\$ 60,000	\$	B-2	The volunteer fire fighter program will continually be monitored, evaluated and improved.
1. Organizing, supervising and coordinating fire service training and education activities according to national standards.					Fire service training will meet national standards.
2. Identifying necessary research and development projects in the area of fire service training and education.					Training will reflect the most current methods and techniques.
3. Acting as liaison with fire departments in the certification of fire fighters.					Fire fighters will be properly certificated.
4. Publicizing fire service training and education opportunities to fire fighters throughout the state.					Fire fighters will be aware of all training opportunities.
5. Evaluating the validity of fire service training and education programs throughout the state.					Recommendations and commendations will be made relative to all fire service and training programs in the state.

LEVEL: Adult

POPULATION SERVED: Disadvantaged

GOAL: By 1980, 184 disadvantaged adult level students will annually receive special help designed to enable them to succeed in a vocational education program.

OBJECTIVE: By June 30, 1976, 163 disadvantaged adult level students will receive special help designed to enable them to succeed in a vocational education program. (Additional enrollment at the adult level is carried in projects serving students at more than one level.)

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED			Code	BENEFITS
	Federal	State	Local		
A. Consultative and program monitoring services will be provided to at least one institution in order to develop and implement supplementary aspects to vocational programs serving disadvantaged adults in the following manner:	\$ 1,600	\$ 500	\$	B-9	
1. Two projects will provide remedial instruction in mathematics.	\$ 8,250	\$	\$ 2,750	B-4	One hundred students at Missoula Technical Center will achieve computational levels needed to succeed in vocational courses of their choice through the use of a computer-assisted remedial math program.
	\$ 675	\$	\$ 225	B-4	Seventy-two students in Billings will achieve computational levels needed to succeed in vocational courses of their choice through the provision of tutorial services.

OUTCOMES		
1974	1976	1980
165	163	184

LEVEL: Adult

POPULATION SERVED: Handicapped

GOAL: By 1980, 105 handicapped adult level students will annually receive special help designed to enable them to succeed in a vocational education program.

OBJECTIVE: By June 30, 1976, 84 handicapped adult level students will receive special help designed to enable them to succeed in a vocational education program. (Additional enrollment at the adult level is carried in projects serving students at more than one level.)

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				OUTCOMES		
	Federal	State	Local	Code	1974	1976	1980
					75	84	105
					BENEFITS		
A. Consultative and program monitoring services will be provided to at least one school district in order to develop and implement supplementary aspects to vocational programs serving handicapped adults in the following manner:	\$ 1,600	\$ 500	\$	B-9			
1. One project will provide individualized, hands-on training and experience in janitorial services.	\$ 8,946	\$ 2,982	\$	B-5	Thirty students at Warm Springs State Hospital will develop saleable janitorial service skills.		

LEVEL: Adult

POPULATION SERVED: Disadvantaged

GOAL: By 1980, 1,600 individuals will have been served through the Comprehensive Employment and Training Act.

OBJECTIVE: By June 30, 1976, 1,100 individuals will have been served through the Comprehensive Employment and Training Act. (The funds budgeted and student outcomes do not appear in totals in other tables in the Plan because VEA funds are not used for these activities.)

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				OUTCOMES		
	Federal	State	Local	Code	1974	1976	1980
					1,000	1,100	1,600
					BENEFITS		
A. The manpower training supervisor and two program officers will provide leadership to CETA programs.							
1. Thirty training agencies that undertake the task of providing services under CETA will be provided program and consultant services.	\$ 100,000	\$ 10,000	CETA Prime Sponsor sub-grant, Vo-Ed Special Grant and State Manpower funds designated for use by OSPI		Teachers, counselors and administrators will be better able to serve the disadvantaged and unemployed adults, thus better meeting their needs for becoming productive employees.		
2. Classroom training for disadvantaged, unemployed or underemployed individuals, as identified in the Montana State Comprehensive Manpower Plan, will be provided.	\$ 363,000	\$	CETA Prime Sponsor Sub-grant		At least 470 individuals will improve their employability through training for specific jobs or groups of jobs.		

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
3. Counseling services will be provided to individuals who are paroled or released from Montana State Prison or under deferred or suspended sentences.	\$ 80,000	\$	CETA, Vo-Ed Special Grant		Approximately 90 individuals who have had vocational training in prison and 150 other convicted felons will be given assistance through career counseling and job placement assistance.
4. Prevocational training and supportive services will be provided for seriously disadvantaged individuals who fail to qualify for training activities under Item No. 2 above. These services will be provided through linkages with adult education, Indian education, vocational special needs and other programs administered or funded by the Office of the Superintendent of Public Instruction.	\$ 180,000	\$	CETA, Vo-Ed Special Grant		Approximately 690 individuals will receive training and supportive services that improve their employability, trainability or upward mobility in the labor market.

The following is the rationale that supports the goals and objectives as they appear in Table 3 for the appropriate level and population.

LEVEL: Multi POPULATION SERVED: Multi-Group

The rationale for the goals, objectives and activities for this level is based on those functions that affect all segments of vocational education. If vocational education programs are to expand to serve additional numbers, in addition to better meeting the needs of business and industry through constant curriculum revision, it is imperative that the Vocational Skills staff of the State Superintendent's office work across all levels of vocational education to bring about continued changes which will positively affect vocational education. Accomplishment of these goals, objectives and activities is based on the following points which will be constantly monitored and evaluated throughout fiscal year 1976.

1. Responsiveness by the State Superintendent's staff to the needs of educational agencies providing vocational programs.
2. The continued development and refinement of the information system which serves as a data base on which to make administrative decisions affecting vocational education.
3. Inservice training for vocational education instructors at all levels which is designed to assist them in improving their instructional methods.
4. Cooperation between the State Superintendent's staff and vocational teacher training programs resulting in meaningful pre-service teacher preparation programs.

LEVEL: Multi

POPULATION SERVED: Multi-Group

GOAL: Administration and supervision will promote and advance vocational education within the context of the State Plan and the Vocational Education Amendments of 1968 (P.L. 90-576).

OBJECTIVE: By June 30, 1976, administration and supervision will have been provided for vocational education programs. An additional 955 special needs students will also be served by multi-level, multi-population programs. Two multi-level, multi-group exemplary programs will serve 960 students.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
A. The director of Vocational Skills will be responsible for the overall administration and supervision of vocational education as directed by the Superintendent of Public Instruction.				B-9	Vocational education in Montana will be administered.
B. All vocational education supervisors will conduct the following activities as assigned:	\$ 150,000	\$ 125,000	\$	B-9	Vocational education programs will meet the needs of students, business and community.
1. Provide consultant services for the development of occupational awareness and career guidance programs.					Occupational awareness and career guidance programs will reflect information from all program areas.
2. Conduct on-site visitations.					Vocational education programs will be monitored.
3. Maintain a resource file appropriate to each vocational area.					Appropriate information will be available.
4. Provide consultant assistance to all staff members in the State Superintendent's office and to all schools as requested.					Consultant assistance will be available.
5. Participate in and attend state and national meetings of pertinent professional organizations.					Supervisors will be current in their field(s).
6. Serve on boards and committees.					Vocational education viewpoint will be represented.
7. Review and recommend vocational education project approval and reimbursement.					Vocational education projects will meet federal and state guidelines.
8. Participate in team reviews of secondary and post-secondary instructional programs.					Programs will be strengthened.
C. The agriculture education supervisor will:	\$ 6,000	\$ 2,500	\$	B-9	Agriculture education programs will be strengthened.
1. Maintain communications with the Governor's ad hoc committee of agricultural organizations and commodity groups.					
2. Make contact with people in agriculture/agribusiness for possible workshops in agriculture education.					
3. Initiate the development of competency-based vocational agriculture curriculum based on the competency studies completed at Montana State University.					

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				Code	BENEFITS
	Federal	State	Local			
D. The business and office education supervisor will:						
1. Participate in and encourage professional membership in related state and national organizations.	\$ 600	\$ 600	\$		B-9	Teachers have the opportunity to upgrade teaching methods and to be involved in future directions of business and office education.
2. Encourage all related instructors to become vocationally certified.						The process of vocational certification for teachers standing of the directions of vocational education of which business education is a part.
3. Make continuous contact with businesses for potential inservice workshops for teachers and for information sharing.						Teachers and students will have opportunities to coordinate classroom activities with current business practices.
4. Compile and distribute in August an updated <u>Directory of Business and Office Education Personnel</u> for 720 appropriate teachers, administrators, professional associations and businesses.	\$ 50	\$ 50	\$		B-9	Teachers, administrators, professional groups and businesses are familiar with local resource personnel and programs.
5. Compile and disseminate to 420 appropriate instructors, in a timely manner, a business and office education newsletter.	\$	\$ 400	\$		B-9	Recipients will have the opportunity to become familiar with teaching trends, workshop offerings, pertinent legislation, statewide conferences and outstanding, successful programs.
6. Serve on northwest accrediting teams as requested.						Schools have the opportunity for total school evaluation.
E. The distributive education supervisor will:						
1. Continue to assist in the development and expansion of the Montana distributive education materials library housed at Bozeman Senior High School.	\$ 3,500	\$ 500	\$		B-9	Current, updated audio-visual instructional materials will be available to all 25 Montana distributive education programs and any other Montana teacher at any level.
F. The health occupations education supervisor will:	\$ 750	\$ 500	\$		B-9	
1. Maintain direct communications with the State Board of Nursing, Comprehensive Health Planning, Montana Hospital Association, Montana Practical Nursing Association, Commission for Nursing and Nursing Education, Regional Medical Program, Department of Health and Environmental Sciences, Montana Health Association and Montana Nursing Home Association.						Health occupation education programs will be strengthened. Manpower needs will be more adequately met.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
2. Participate in and encourage professional membership in related state and national organizations.					Instructors will have the opportunity for upgrading classroom methods and involvement of future planning for health occupation education programs.
3. Compile and distribute, at the beginning of each school year, a current <u>Directory of Health Occupation Education Personnel</u> for instructors and related organizations.					Inform the health care industry of local resource personnel and programs.
4. Disseminate information on various workshops and meetings pertinent to health occupation education.					Instructors will be aware of training opportunities.
G. The home economics supervisor and assistant supervisor will:	\$ 800	\$ 400	\$	B-9	
1. Disseminate information on various university workshops through newsletters.					Teachers will be aware of training opportunities.
2. Arrange meetings with university personnel to coordinate home economics planning and determine priorities.					Home economics curriculum and program planning will be reflected in teacher education programs.
3. Develop long-range plans for preservice and inservice teacher education.					Inservice and preservice teacher training will be conducted which will relate to future needs.
H. The technical, trade and industrial education supervisor will:	\$ 800	\$ 400	\$	B-9	
1. Compile an industrial education newsletter quarterly and disseminate to every industrial education teacher.					Industrial education teachers numbering 396 will have the opportunity to become familiar with teaching trends, workshops, pertinent legislation, conferences and outstanding successful programs.
2. Assist instructors who have provisional certification in achieving regular certification.					Teachers will have the opportunity to achieve regular certification.
3. Participate in and encourage professional membership in appropriate state and national professional organizations including: Montana Industrial Education Association (MIEA), Montana Vocational Association (MVA), American Vocational Association (AVA), American Industrial Arts Association (AIAA), National Association of State Supervisors of Trade and Industrial Education (NASSTIE).					Teachers will have the opportunity for upgrading instruction and for involvement in decisions affecting trade and industrial education and vocational education in general.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
I. The guidance and counseling supervisor will provide information, consultation and materials to the 425 school counselors in strengthening vocational guidance in grades K-14.	\$ 6,300	\$	\$ 6,200	B-7	Students will receive current information related to occupational orientation, exploration, choice and training.
1. Refine the objective-based guidance model in cooperation with the Billings public schools.					Guidance and counseling programs will be designed to meet the specific needs of students and industry.
2. Publish and distribute the <u>Montana Guidance and Counseling Newsletter</u> at least three times a year.					Counselors will receive current information.
3. Review, update and distribute 650 copies of the <u>Directory of Post-Secondary Vocational-Technical Education</u> .	\$ 2,500	\$	\$	B-7	Students will have the opportunity to be aware of current and planned post-secondary vocational-technical programs.
4. Review, update and distribute 15,000 copies of the <u>Montana Post-Secondary Vocational-Technical Education</u> brochure.	\$ 2,500	\$	\$	B-7	Post-secondary vocational-technical program information will be available to the general public.
J. The project VIEW supervisor will:	\$ 13,000	\$	\$	B-7	
1. Produce VIEW decks and make them available to any school desiring to participate in this project.					Occupational information will be available to students through the VIEW program.
2. Review, update and verify 120 job descriptions in the existing VIEW deck.					Information on job descriptions will be current.
3. Continue to explore the possibility of adding an occupational deck for special education students and make available materials on the elementary level.					Occupational information will be available to students with special needs and help elementary students become aware of the "world of work".
4. Produce promotional brochures and posters to be distributed to both participating and non-participating schools.					Promotional material will publicize the VIEW program in non-participating schools and expand usage in participating schools.
5. Provide to all schools, in cooperation with the National Consortium for Career Information Services, the Armed Services VIEW materials.					Complete and comprehensive armed services occupational information will be available to all high school students.
K. The cooperative vocational education supervisor will evaluate all cooperative programs.	\$ 500	\$ 500	\$	B-9	
1. Twelve cooperative programs will be evaluated during personal visitations by the supervisor.					Students will benefit from strengthened curriculum, instructional and placement techniques as a result of standardized program evaluation.
2. The remainder of the cooperative programs will be evaluated on the basis of the number of students placed in training stations.					Students will benefit through greater emphasis on cooperative placement activities relating to their vocational education course work.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
L. The special needs supervisor will provide consultative and program monitoring services to two school districts in order to develop and implement supplementary aspects to vocational education programs serving disadvantaged and handicapped students at more than one level.					
1. One project will provide occupational evaluation and career exploration experiences through the use of a mobile unit.	\$ 51,423	\$	\$ 17,141	B-4	About 920 special needs students in rural schools in Missoula County will be able to indicate occupational preferences for further training.
2. One project will provide occupational orientation and on-the-job training.	\$ 14,473	\$	\$ 4,825	B-5	Thirty-five handicapped students in Butte will develop vocational skills in maintenance of interstate clover leaf boulevards and picnic and camping areas.
M. The exemplary program supervisor will provide consultative services to two school districts for the purpose of continuing the development of exemplary vocational programs.					
1. Cluster concept program--elementary and secondary students will be provided with occupational orientation and exploratory experiences in occupational clusters.	\$ 70,000	\$	\$ 20,000	D	Nine hundred students in Missoula will receive instruction designed to aid them in making choices for further occupational exploration.
2. Radio and television--a production studio will be developed which includes all aspects of media, promotion and production in the radio and television business.	\$ 12,000	\$	\$ 8,000	D	Sixty students in Helena will develop saleable skills in the particular area of radio and television of their choice.

Decision-Making Model for Vocational Education

OBJECTIVE: By December 31, 1976, the Vocational Skills staff, in cooperation with the Finance, Planning and Evaluation component within the Office of the Superintendent of Public Instruction, will complete the development and implementation of a comprehensive planning and decision-making information system for vocational education in Montana.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
A. A person will be employed for the purpose of conducting the planning, testing, implementation and operational activities necessary to provide the comprehensive decision-making system.	\$ 36,000	\$ 20,000	\$	C	Lines of responsibility, authority and communication will be shortened and be more efficient.
B. The information system manager will be responsible for the following activities:	\$ 29,832	\$ 12,689	\$	C	
1. Develop and organize communication lines between federal, state and local agencies concerned with vocational education and job market information.					Expertise and data needed will be available.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
2. Work with all decision makers in vocational education and determine what informational reports, specifications and guidelines, beyond those now supplied, are needed and when they are needed.					Reports can be generated when needed that contain information useful for making better decisions.
3. Determine what the additional data requirements are and when they are needed.					Reports will be based on sound, current data.
4. Determine the sources of the needed data.					Data will be accurate.
5. Develop and test any new or revised instruments needed to collect additional data.					Data will be complete and collected in the most economical way.
6. Organize the collected data and develop any required processing for producing the informational reports found to be needed in (2).					Means for producing reports will be available.
7. Conduct additional activities necessary to carry out above, to provide evaluative information, to produce a procedural manual for the system and to provide dissemination materials.					The system will be developed, operated, evaluated and disseminated in as comprehensive and economical a way as possible.

LEVEL: Multi

POPULATION SERVED: Multi-Group

GOAL: By 1980, professional personnel development will meet the needs of approximately 1,225 vocational education teachers and counselors.

OBJECTIVE: By June 30, 1976, 1,120 vocational education teachers and counselors will have been served by inservice programs.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
A. Seventy agriculture education instructors will have participated in an inservice workshop conducted or coordinated by the agriculture education supervisor.	\$ 1,000	\$ 1,800	\$	B-9	The competencies of agricultural educators will be upgraded.
1. Conduct regional workshops on topics of immediate concern.					
2. Conduct non-credit workshops in conjunction with the Montana Vocational Association annual conference.					
3. Conduct workshops to be held during the summer state agricultural education conference.					
B. The business and office education supervisor will assist in supplemental programs for 420 teachers as follows:					

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
1. Arrange and conduct quarterly teacher educator workshops for 26 teacher educators in five Montana institutions.	\$ 800	\$ 800	\$ 800	B-9	Teacher educators have the opportunity to equalize program offerings, exchange ideas and concerns, be exposed to unusually successful programs and establish directions for their classes.
2. Prepare and disseminate in September the <u>Business and Office Education Handbook</u> to 420 business educators.					Recipients have statewide resource guide to professional and business organizations.
3. Assist in establishing and maintaining a seminar in vocational youth groups.	\$ 200	\$ 200	\$ 400	B-9	Students receive instruction in techniques of advising youth groups in local districts.
4. Prepare and disseminate an annual report on the status of business and office education in Montana.	\$ 300	\$ 300	\$	B-9	The scope of educational activity and methodology is disseminated for utilization in local districts.
5. Establish and activate a state advisory committee for business and office education.	\$ 800	\$ 800	\$ 800	B-9	Skills, tasks and attitudes necessary for successful employment may be identified and distributed to teachers for direction in teaching methodology.
C. The distributive education supervisor will provide assistance to vocational education teacher coordinators and DECA advisors.	\$ 750	\$ 250	\$ 750	B-9	Vocational education coordinators will receive up-to-date information which can be implemented to assure that cooperative vocational education students receive valuable and realistic instruction and on-the-job experiences.
1. Conduct the fall meeting for distributive education coordinators to provide current information on curriculum, teaching materials, innovative teaching strategies, resources and DECA activities.					Thirty-two distributive education teacher coordinators' teaching competencies will be upgraded on a continuing basis.
2. Develop and/or conduct distributive education and cooperative vocational education workshops regarding coordination techniques and state and federal regulations during the Montana Vocational Association Conference.					Sixty-five vocational education coordinators will have the opportunity to discuss and solve concerns of a local nature and will receive up-to-date information regarding new state and federal regulations.
D. The health occupations education supervisor will, as requested, assist educational institutions and professional organizations in offering inservice training for health occupation education instructors.	\$ 500	\$	\$ 500	B-9	Fifty-four teachers in the health occupation area will be given the opportunity to upgrade their skills in teaching and in health occupations.
E. The home economics supervisor and assistant supervisor will conduct inservice workshops.	\$ 800	\$	\$ 800	B-9	Two hundred consumer and homemaking teachers will upgrade their teaching competencies.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
F. The technical, trade and industrial education supervisor will serve as coordinator and consultant to the industrial education sections of the State Superintendent's annual regional workshops in at least seven locations serving industrial arts, technical and trade and industrial education instructors.	\$ 500	\$	\$ 500	B-9	About 250 industrial instructors will have the opportunity to receive instruction and information on current topics or techniques determined by a survey of the instructors.
G. The guidance and counseling supervisor will assist educational institutions and professional organizations in offering inservice training for select personnel.	\$ 1,000	\$	\$ 500	B-7	Current information will be made available to teachers and counselors.
1. Participate in at least five fall workshops designed to:					Counselors will be assisted in serving students through unified and coordinated methodology, techniques and services.
a. Aid counselors in establishing a placement and follow-up program.					
b. Provide counselors with techniques in working with parents to promote student self-concept.					
2. Attend at least one meeting of the Montana Personnel and Guidance Association in each of the twelve multi-county district areas.					This will provide a follow-up to the five fall workshops.
H. The special needs supervisor will aid in conducting six workshops for vocational teachers and counselors responsible for working with students with special needs.	\$ 2,000	\$	\$	B-4	Students will benefit because 50 teachers and counselors will be better prepared to meet their needs.
	\$ 2,000	\$	\$	B-5	
I. The professional personnel development coordinator will provide personnel development workshops tailored to meet designated teacher needs in the areas of industrial arts, home economics, agriculture and business and office education.	\$ 27,127	\$	\$	EFDA Part F	Vocational educators' teaching skills will be updated in specific areas.

OBJECTIVE: By June 30, 1976, 350 prospective vocational education teachers will have been served by preservice programs.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
A. The agriculture education supervisor will provide consultant services to teacher educators providing preservice training to agriculture education majors at Montana State University.	\$ 550	\$	\$ 550	B-9	Improved preparation of 70 prospective vocational agriculture teachers.
1. Lecture, upon request, to Montana State University agriculture education classes.					Future agriculture teachers will receive current information regarding statewide activities.
2. Help teacher educators plan inservice education for 70 vocational agriculture teachers.					Agriculture teachers will receive timely, appropriate information.
3. Serve on the advisory council of the Agricultural and Industrial Education Department at Montana State University.					Programs will be developed to meet the needs of students and industry.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
4. Prepare and disseminate information materials requested by teacher educators.					Current information will be provided to prospective teachers.
5. Assist teacher educators in recruiting prospective agriculture education students.					Persons showing the greatest promise will be selected for teacher training.
6. Act as liaison between the State Superintendent's office and Montana State University teacher education staff on research projects.					Coordination between Montana State University and the State Superintendent's office will exist in agriculture education research.
B. The business and office education supervisor will assist in preparatory training programs for 50 prospective teachers as follows:	\$ 600	\$ 600	\$ 500	B-9	
1. Arrange and conduct quarterly teacher educator workshops for 26 teacher educators in five Montana institutions.					Teacher educators have the opportunity to equalize program offerings, exchange ideas and concerns, be exposed to unusually successful programs and establish directions for their classes.
2. Make presentations to classes as requested.					Future teachers will have the opportunity to utilize the supervisor's services as need demands.
3. Assist in program expansion, revision and modification as requested.					Prospective teachers are afforded the opportunity to learn in a progressive atmosphere and ultimately implement such theories in local districts.
4. Assist in establishing and maintaining a seminar in vocational youth groups.					Future teacher advisors will receive instruction in planning and coordinating youth group activities.
C. The distributive education supervisor will:	\$ 500	\$	\$ 500	B-9	
1. Meet at least three times with 20 distributive education majors at Montana State University to provide information relevant to all areas of distributive education.					Twenty distributive education teacher trainees will receive current and relevant information relating to developments in distributive education and employment status reports.
2. Meet twice yearly with the state distributive education advisory council.					The distributive education teacher preparation program will be upgraded on a continuing basis to strengthen the quality of distributive education teacher coordinators.
a. Inform the teacher educator at Montana State University of all new developments in the administration of distributive education so he may keep his students informed.					

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS	
	Federal	State	Local	Code		
b. Meet at least three times a year with distributive education classes at Montana State University to provide current information relating to administration and curriculum development in distributive education.						
c. Meet at least twice a year with distributive education trainees and the distributive education teacher educator to preview and screen audiovisual materials that may be selected for inclusion in the Montana distributive education materials laboratory.					Distributive education teacher trainees will become familiar with the latest audiovisual materials available and will know the types of materials that can be checked out of the library.	
d. Provide current employment information in the field of distributive education to all Montana State University distributive education majors.					Teacher trainees will have up-to-date information regarding position openings in distributive education throughout the nation.	
D. The health occupations education supervisor will continue to work with Montana State University in the development of a health occupation teacher education option within the nursing program.	\$	500	\$		B-9	Availability of future health occupation instructors.
E. The home economics supervisor and assistant supervisor will have met with junior and senior home economics majors at Montana State University and the University of Montana to discuss topics relevant to all aspects of home economics education--wage earning as well as consumer and homemaking.	\$	600	\$		B-9	Current information relevant to their fields will be provided to 180 students majoring in home economics education.
1. Make presentations at the request of teacher educators.						Current information on statewide activities will be available.
2. Prepare handouts of pertinent information.						Information will be available for general distribution.
3. Keep teacher educators informed of all new developments in consumer and homemaking and wage earning programs in home economics.						Teacher training programs will reflect current trends.
F. The technical, trade and industrial education supervisor will provide technical assistance for Northern Montana College to develop a supervised work experience program for future trade and industrial and technical education teachers.	\$	500	\$		B-9	Future graduates of trade and industrial and technical teacher education programs will possess current work experience in their particular trade which will supplement their academic studies.
G. The technical, trade and industrial education supervisor will provide technical assistance to industrial arts, trade and industrial and technical teacher education programs by the following means:	\$	500	\$		B-9	Future graduates of industrial arts, trade and industrial and technical teacher education programs will receive instruction relative to current status of these programs in Montana's public schools.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
1. Addressing teacher education classes on request.					Students will receive information directly from the state supervisor.
2. Providing teacher educators with current public school program information, trends and techniques.					Students will develop their teaching skills in accordance with the needs in school districts.
3. Provide teacher educators with current information pertaining to federal and state legislation and guidelines affecting industrial and vocational education.					Informed professionals will provide impetus to improved programs.
4. Make continuous contact with business, industry and labor to determine current employment trends and potential inservice workshops for teachers. At least one inservice workshop will be arranged through the university system and will be available for undergraduate or graduate credit.					Students will have the opportunity to receive instruction in tune with current requirements of the labor market.
5. Notify industrial education instructors of service schools conducted by business and industry.					Industrial education instructors will have the opportunity to learn the latest trends, techniques, materials and products of their particular trade.
6. Compile and distribute at the beginning of the school year a current <u>Directory of Trade, Industrial and Technical Education Personnel</u> and <u>Directory of Industrial Arts Education Personnel</u> for 1,000 appropriate teachers, teacher educators, administrators, professional associations and business and educational suppliers.					Teachers, teacher educators, administrators, professional organizations, businesses and educational suppliers will be familiar with trade and industrial personnel.
7. Encourage the industrial arts instructors to implement the industrial arts guidelines in their programs.					Industrial arts teachers, vocational education directors and school administrators will have a state guide for initiating, upgrading and conducting industrial arts education programs.
H. The technical, trade and industrial education supervisor will provide technical assistance to the industrial education department at Montana State University in offering a summer workshop to industrial education teachers on the world of construction.					The industrial education teachers will gain an insight on how to design a course in their school on the world of construction. The course will be offered for college credit.
I. The guidance and counseling supervisor will assist in providing preservice training to 40 guidance and counseling majors in counselor education training programs at units of the Montana University System.	\$ 7,000	\$	\$	EPDA Part F	Improved counselor education curriculum.

ACTIVITIES (During this Budget Year)	FUNDS BUDGETED				BENEFITS
	Federal	State	Local	Code	
1. Utilize EPDA, Part F funds to provide financial assistance to counselors attending a class on establishing objective-based guidance programs.					Students will be provided with specific career guidance activities to meet their needs.
2. Meet with the chairmen of the counselor education department at least once a year to aid in the development of a competency-based counselor education program.					A competency-based counselor education program will be developed.
3. Lecture, upon request, to counselor education classes.					Prospective counselors will receive current information.
J. Continue funding six vocational teacher training programs at three units of the Montana University System.	\$ 60,000	\$	\$ 250,000	B-9	Vocational teacher training will be made available.
1. Distributive, agriculture, business and office and home economics teacher training programs will be conducted at Montana State University.					Montana State University will have the funds needed to train vocational education teachers.
2. Business and office and home economics teacher training programs will be conducted at the University of Montana.					University of Montana will have the funds needed to train vocational education teachers.
3. Business and office and trade and industrial teacher training programs will be conducted at Northern Montana College.					Northern Montana College will have the funds needed to train vocational education teachers.

5.0 Projection of State's Enrollments.

- 5.1 Table 4 summarizes the state's projected enrollments in vocational and technical education programs for fiscal years 1976 and 1980.

Table 4

Projected Enrollments

Instructional Programs by OE Codes 1/	1974			1976			1980		
	S	PS	A	S	PS	A	S	PS	A
01. Agriculture	3,086	65	10	3,310	100	550	3,850	125	600
04. Distributive	1,565	168	14	1,540	250	130	1,750	375	450
07. Health Occupations	51	654	187	85	680	100	150	725	150
09.01 Consumer & Homemaking, Part F	10,372	-0-	617	10,690	-0-	900	11,500	-0-	975
09.02 Wage Earning Home Ec	321	-0-	-0-	375	-0-	-0-	450	-0-	-0-
14. Business & Office	1,170	1,014	640	1,600	1,064	680	2,000	1,114	840
16. Technical	297	339	14	320	362	223	326	515	258
17. Trades & Industry	5,543	1,112	3,331	5,910	1,220	3,500	6,205	1,385	3,800
99. Special Programs	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
99.0100 Group Guidance (pre- vocational)	12,000	-0-	-0-	12,500	-0-	-0-	14,000	-0-	-0-
99.0200 Pre-Postsecondary	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
99.0300 Remedial	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
99.0400 Industrial Arts	6,400	-0-	-0-	6,800	-0-	-0-	7,200	-0-	-0-
99.0500 Volunteer Firemen	-0-	-0-	2,500	-0-	-0-	2,850	-0-	-0-	3,750
99.0600 Other N.E.C.	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Total (unduplicated)	40,805	3,352	7,313	43,130	3,676	8,933	47,431	4,239	10,823
Special Needs and Special Funding 2/									
Disadvantaged	1,295	320	*645	1,260	357	*1,263	1,450	462	*1,784
Handicapped	350	90	75	390	105	84	445	142	105
Cooperative Education, Part B	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Cooperative Education, Part C	590	120	-0-	800	145	-0-	1,250	425	-0-
Work-Study	126	24	-0-	150	24	-0-	200	30	-0-
Exemplary	820	-0-	-0-	960	-0-	-0-	-0-	-0-	-0-

1/ Unduplicated count

2/ May be duplicated

* Includes CETA count

6.0 Fiscal Year 1976 Enrollments.

6.1 Table 5 is incorporated into Table 4.

7.0 Estimates of Total Funds Needed for Vocational Education and
Annual Allocation Plan.

- 7.1 Table 6 summarizes the funds expended during fiscal year 1974 and the state's estimate of total funds needed for vocational education programs for fiscal years 1976 and 1980.

Table 6

Estimates of Total Funds Needed
for Vocational Education and Annual Allocation Plan^{1/}

Program/Purpose	Funds	Current (000)	Long-Range Plan (000) ^{2/}	
		1974	1976	1980
	Total	10,148,619	12,324,523	21,720,357
	Federal	1,542,232	1,792,413	2,259,452
State Programs, Part B	S & L	8,606,387	10,532,110	19,460,905
	Total (F,S,L)	3,910,215	4,285,177	6,569,951
1. Secondary	Total	4,456,439	5,131,956	7,972,641
2. Postsecondary	Total	167,815	299,750	474,793
3. Adult	Total	385,018	413,754	805,083
4. Disadvantaged	Total	229,132	295,254	601,680
5. Handicapped	Total	1,000,000	903,402	4,000,000
6. Construction	Total	(31,200)	32,000	77,309
7. Guidance & Counseling	Total	-0-	-0-	-0-
8. Contracted Instruction ^{4/}	Total	-0-	-0-	-0-
9. Ancillary Services				
Administration & Supervision	Total	(569,356)	625,000	695,000
Evaluation	Total	(9,000)	9,500	13,825
Teacher Training	Total	(199,049)	328,730	494,639
Research & Demonstration Pro.	Total	-0-	-0-	-0-
Curriculum Development	Total	(10,000)	-0-	15,436
Section 102(b) State Programs Disadvantaged	Total (F,S,L)	37,592	127,000	214,266
	Total	-0-	98,521	137,929
Research & Training Part C	Federal	-0-	65,832	92,165
	S & L	-0-	32,689	45,764
	Total	106,369	110,000	204,689
Exemplary Programs Part D	Federal	89,734	82,000	133,827
	S & L	16,635	28,000	70,862
Consumer & Homemaking Education	Total	1,201,680	1,287,100	1,404,369
	Federal	121,390	128,300	182,945
Part F	S & L	1,080,290	1,158,800	1,221,424
	Total	161,866	540,000	566,576
Cooperative Education Part G	Federal	161,866	318,000	325,000
	S & L	-0-	222,000	241,576
	Total	36,951	33,600	45,000
Work-Study Part H	Federal	21,793	28,000	36,000
	S & L	15,158	5,600	9,000
	Total (F,S,L)	11,693,077	14,520,744	24,293,186

^{1/} Includes federal, state and local funds. Figures appearing in parentheses are duplicated.

^{2/} Total funds to be expended during fiscal year 1976.

^{3/} Total projected need for funds for fiscal year 1980.

^{4/} Above funds, allocated by purpose (except construction), which are to be contracted.

^{5/} Grand total on Table 6 does not equal Table 3 due to rounding.

8.0 Construction Projects on Which Construction Will Start in Coming Year.

- 8.1 Table 7 lists the construction projects which will be started in fiscal year 1976 and the number of construction projects needed each year for the next five years to conduct the state's projected program of vocational and technical education.

Table 7

Construction Projects on Which Construction Will Start in Coming Year^{1/}

State of Montana

Fiscal Year Ending June 30, 1976

Name and Address County and Congressional District	Estimated Beginning Construction Date (Month - Year)	Estimated Completion Date (Month - Year)	Building Capacity ^{2/}
Missoula County High School District, Missoula County, Congressional District #1	September 1975	September 1976	150-170
Helena School District No. 1, Lewis & Clark County, Congressional District #1	July 1975	March 1976	400-450
Butte High School District No. 1, Silver Bow County, Congressional District #1	July 1975	June 1976	Planning and Land Acquisition
Billings High School District No. 2, Yellowstone County, Congressional District #2	July 1975	June 1976	Planning and Land Acquisition

-163-

^{1/} All construction projects reported regardless of funding source.

^{2/} Student capacity at any one time.

Projected Number of Construction Projects
Needed Each Year for the Next Five Years

Year	Number of Projects	Total Building Capacity
1976	2	550-600
1977	1	1,400-1,500
1978	1	1,400-1,500
1979	1	700-800
1980	1	900-1,000

8.1

9.0 Actual and Projected Demand for Vocational Education Personnel Development.

- 9.1 Table 8 summarizes the personnel needs for the appropriate years, the expected supply and the resulting deficit or excess of educational personnel.

Actual and Projected Demand for Vocational Education Personnel Preparation and Development

[illegible]

[illegible]

Table 8--contd.

Footnotes.

Abbreviations: S - secondary; PS - post-secondary; A - adult

Preservice refers to persons completing initial vocational preparation who have not entered upon the vocational education activities for which they are preparing.

Inservice refers to persons under contract for employment in a vocational education activity.

- 1/ Personnel counted only once even though responsible for two or more programs; i.e., consumer and homemaking education and home economics gainful.
- 2/ Personnel currently employed and those expected to be employed by a school system as of June 30 for following school year; for example, as of June 30, 1975 for school year 1975-76.
- 3/ Personnel who will not be available from previous year due to attrition and who must be replaced; for example, in the 1975-76 Plan use attrition figures for 1974-75.
- 4/ Additional positions for which personnel are needed due to growth and expansion.
- 5/ Number of prospective graduates from the state teacher education programs for entire year who are expected to enter the state system.
- 6/ Those expected to be available from all sources other than those referred to in footnote 5.
- 7/ The columns under "Status" indicate the need for, or excess of, personnel. This was determined by subtracting the total Projected Supply of New Personnel (B) from the total Additional Personnel Needs (A).
- 8/ Vocational education programs planned for local school superintendents and community college presidents are counted separately.

10.0 Planned Expenditure of and Projected Need for Vocational Education
Personnel Development Funds.

- 10.1 Table 9 summarizes the planned expenditures for personnel development in 1975-76 and the projected needs for subsequent years in the table.

Table 9

Planned Expenditure of and Projected Need for Funds
for Vocational Education Personnel Preparation and Development

Category of Expenditure (P.L. 90-576)		Annual Plan 1/ (000)		Long Range Plan 2/ (000)									
		1975-76		1976-77		1977-78		1978-79		1979-80		1980-81	
		F	S & L 5/	F	S & L	F	S & L	F	S & L	F	S & L	F	S & L
Grand Total	1. Total 3/	2,386	11,974	2,535	14,230	2,688	16,496	2,839	18,764	2,993	21,041	3,154	23,311
	2. P and D 4/	122	269	137	366	141	383	147	399	153	416	159	440
	3. % (2 of 1)	5	1	5	2	5	2	5	2	5	2	5	2
Regular State Vocational Education Programs (Part B)	1. Total	1,792	10,532	1,908	12,764	2,024	14,996	2,140	17,228	2,259	19,461	2,379	21,693
	2. P and D	102	227	113	313	119	328	125	344	131	361	137	385
	3. % (2 of 1)	6	2	6	2	6	2	6	2	6	2	6	2
Research (Part C)	1. Total	66	33	72	36	79	39	85	43	92	46	98	50
	2. P and D	0	0	5	6	5	6	5	6	5	6	5	6
	3. % (2 of 1)	0	0	7	17	6	15	6	14	5	13	5	12
Exemplary (Part D)	1. Total	82	28	95	29	108	40	121	52	134	71	147	84
	2. P and D	6	2	4	4	1	4	1	4	1	4	1	4
	3. % (2 of 1)	7	7	4	14	1	10	1	8	1	6	1	3
Consumer and Home-making Education Programs (Part E)	1. Total	128	1,159	140	1,174	154	1,189	169	1,204	183	1,221	201	1,237
	2. P and D	12	36	13	38	13	38	13	38	13	38	13	38
	3. % (2 of 1)	9	3	9	3	8	3	8	3	7	3	6	3
Cooperative Vocational Education Programs (Part G)	1. Total	318	222	320	227	323	232	324	237	325	242	329	247
	2. P and D	2	4	2	5	3	7	3	7	3	7	3	7
	3. % (2 of 1)	1	2	1	2	1	3	1	3	1	3	1	3

Abbreviations: F - Federal; S - State; L - Local

1/ Funds to be expended for personnel preparation and development for fiscal year 1976.

2/ Projected needs for funds by fiscal year.

3/ Federal, state and local funds to be expended (annual) or needed (projected) for all vocational education programs in each category (from Table 6).

4/ Total funds to be expended for (P and D) Personnel Preparation and Development.

5/ State and local funds are those identified with programs only.

11.0 Financial Plan for Personnel Development Based on Funds Available
or Anticipated.

- 11.1 Table 10 summarizes the financial plan for personnel
preparation and development based on anticipated funds.

Table 10

1976-77 Financial Plan for Personnel Preparation
and Development Based on Funds Available or Anticipated

State of Montana

Programs/Purpose	Total Funds Needed for Unmet Personnel Development Needs 1976-77 ^{2/}	Total Funds Expected to be Available for School Year 1976-77 ^{1/}	Additional Funding to be Requesting 1976-77 ^{3/}	
			Other Sources	EPDA
Regular Vocational Education Programs (Part B)	\$ 426,000	\$ 386,000	-0-	\$ 40,000
Research (Part C)	11,000	11,000	-0-	-0-
Exemplary (Part D)	8,000	8,000	-0-	-0-
Consumer and Home- making Education (Part F)	51,000	51,000	-0-	-0-
Cooperative Voca- tional Education Programs (Part G)	7,000	7,000	-0-	-0-
Grand Total	\$ 503,000	\$ 463,000	-0-	\$ 40,000

^{1/} Funds expected to be available for personnel preparation and development during fiscal year 1977.

^{2/} Funds needed for unmet personnel needs are from first year of Long-Range Plan, Table 9.

^{3/} Additional funding requested is the difference between the total funds needed for personnel preparation and development and the total funds expected to be available.

-173-

11.0

12.0 Projection of State's Enrollments in Vocational Education Personnel
Preparation and Development.

12.1 Table 11 summarizes the current and projected enrollments in
preservice and inservice personnel preparation and development.

Table 11

Projection of State's Enrollments in
Vocational Education Personnel Preparation and Development

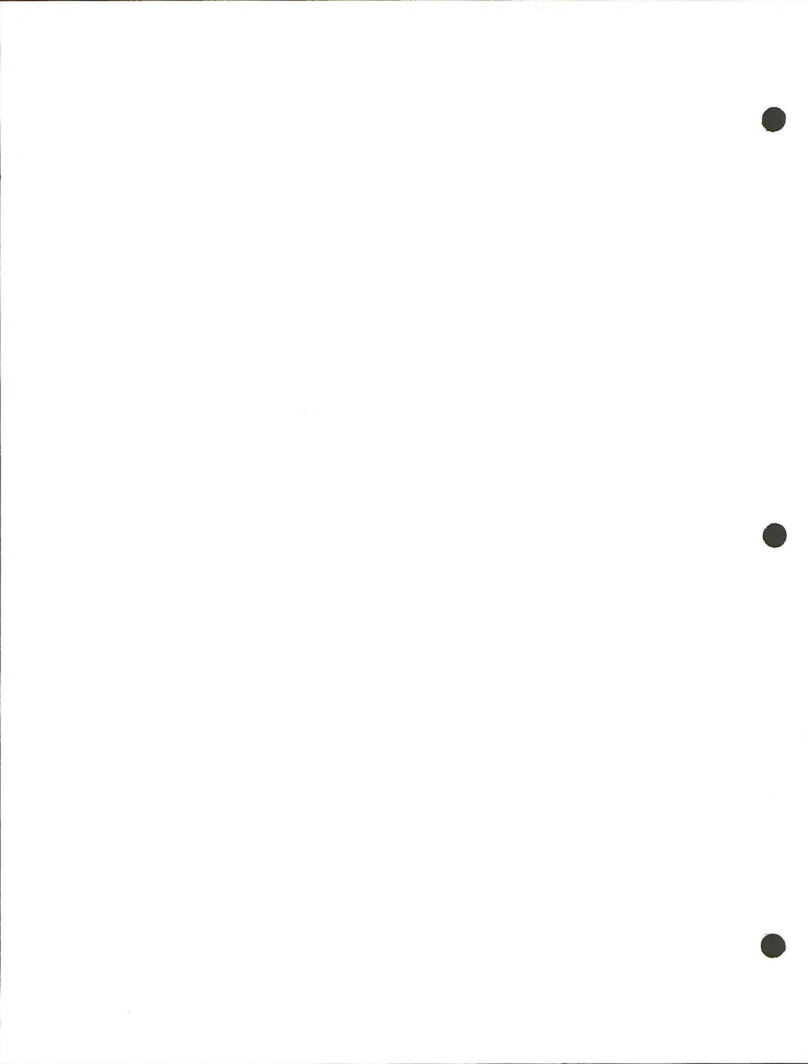
Vocational Programs Specified by OE Code <u>1/</u>	Preservice <u>2/</u>			Inservice <u>3/</u>		
	1974	1976	1980	1974	1976	1980
Grand Total (unduplicated)	147	197	224	987	1657	1774
01. Agriculture	15	15	18	28	52	64
04. Distributive	5	10	12	14	36	49
07. Health Occupations	-0-	0	3	21	25	30
09.01 Consumer & Homemaking	51	60	60	242	245	250
09.02 Wage Earning Home Ec	31	20	20	5	15	20
14. Business & Office	22	25	32	184	190	214
16. Technical	Combined with Trades and Industry					
17. Trades & Industry	15	16	20	493	368	385
99.04 Industrial Arts	-0-	41	45	-0-	330	350
Ancillary						
Administration	-0-			-0-		
Guidance & Counseling	8	10	14	-0-	396	412
Para-Professional	-0-			-0-		
Program/Purpose (duplicated) <u>4/</u>						
Cooperative - Part G	11	19	40	16	65	102
Disadvantaged	-0-	3	10	-0-	20	24
Handicapped	-0-	1	5	-0-	15	20
Remedial	-0-	0	0	-0-	6	6
Exemplary	-0-	0	0	-0-	4	7
Other	-0-	0	0	-0-	0	0

1/ Includes personnel by major and/or minor teaching area as applicable.

2/ Preservice refers to persons completing initial vocational preparation who have not entered upon the vocational education activities for which they are preparing. Enrollments included here are for senior classes only.

3/ Inservice refers to persons under contract for employment in a vocational education activity.

4/ Includes personnel whose major or minor emphasis is not identifiable by OE Code.



CONSTITUTION OF MONTANA—EXCERPTS Art. X, § 10

Section 9. Boards of education. (1) There is a state board of education composed of the board of regents of higher education and the board of public education. It is responsible for long-range planning, and for coordinating and evaluating policies and programs for the state's educational systems. It shall submit unified budget requests. A tie vote at any meeting may be broken by the governor, who is an ex officio member of each component board.

(2) (a) The government and control of the Montana university system is vested in a board of regents of higher education which shall have full power, responsibility, and authority to supervise, co-ordinate, manage and control the Montana university system and shall supervise and co-ordinate other public educational institutions assigned by law.

(b) The board consists of seven members appointed by the governor, and confirmed by the senate, to overlapping terms, as provided by law. The governor and superintendent of public instruction are ex officio non-voting members of the board.

(c) The board shall appoint a commissioner of higher education and prescribe his term and duties.

(d) The funds and appropriations under the control of the board of regents are subject to the same audit provisions as are all other state funds.

(3) (a) There is a board of public education to exercise general supervision over the public school system and such other public educational institutions as may be assigned by law. Other duties of the board shall be provided by law.

(b) The board consists of seven members appointed by the governor, and confirmed by the senate, to overlapping terms as provided by law. The governor, commissioner of higher education and state superintendent of public instruction shall be ex officio non-voting members of the board.

75-5617. Division of powers among boards. (1) The powers and duties assigned to the "board of education," "state board of education" or "state board for vocational education" in Title 75 and wherever else appearing in the Revised Codes of Montana, 1947, except in chapters 81 and 84 through 88 of Title 75, subsections (14) and (15) of 75-5607, sections 28-301 through 28-304, 44-213, 59-1111, 66-505 and 77-909 through 77-911 and except as provided in subsection (3) below, are hereby assigned to the board of public education created in article X, section 9, subsection (3) of the 1972 Montana constitution.

(2) The powers and duties assigned in chapters 81 and 84 through 88 of Title 75, R.C.M. 1947, and subsections (14) and (15) of 75-5607 R.C.M. 1947, as well as powers and duties assigned to the "state board of education ex officio regents," "state board of education of the state of Montana, ex officio regents of the Montana university system," "regents," "regents of the greater university system," "state board of regents" or "regents of the Montana system" wherever appearing in the Revised Codes of Montana, including those assigned to the "state board of education" and the "board of education" in sections 28-301 through 28-304, 44-213, 59-1111, 66-505 and 77-909 through 77-911 and excepting as provided in subsection (3) below, are hereby assigned to the board of regents of higher education created by article X, section 9, subsection (2) of the 1972 Montana constitution.

(3) The powers and duties assigned in chapters 1 and 5 of Title 82A, R.C.M. 1947, to the "state board of education" or the "board of education" are hereby assigned to the state board of education composed of the board of public education and the board of regents of higher education as specified in article X, section 9, subsection (1) of the 1972 Montana constitution.

History: En. Sec. 9, Ch. 344, L. 1973.

75-7702. Duties of board of education. The board of education shall be the governing board of the state of Montana for vocational education. The board of education shall adopt policies to effect the orderly development of a system of vocational education that is adaptable to changing needs, controlled to prevent unnecessary duplication, co-ordinated with federal guidelines and requirements for vocational education, and funded to ensure growth and quality programming. In order to accomplish the orderly development of a system of vocational education, the board of education policies shall include:

- (1) a state plan for such development;
- (2) standards for vocational education courses and programs;
- (3) instructor qualifications for vocational education courses and programs;
- (4) criteria for approval of vocational education courses and programs which are to receive financial assistance;
- (5) a basis for apportionment of all moneys appropriated by the legislature for vocational education in accordance with the intent of the legislature as reflected in the terms of the appropriation;
- (6) a basis for apportionment of all moneys received by the state of Montana for vocational education from the federal government in accordance with the Acts of Congress;
- (7) a system of evaluation of vocational education which allows for consideration of the current and projected manpower needs and job opportunities; and
- (8) any other policy not inconsistent with public law and which is necessary for the proper operation of a system of vocational education.

History: En. 75-7702 by Sec. 405, Ch. 5, L. 1971.

75-5610. Composition of boards — appointments — terms — oath. (1) The board of public education consists of seven (7) members appointed by the governor and confirmed by the senate. The governor, superintendent of public instruction, and commissioner are ex officio nonvoting members of the board of public education.

(2) The board of regents consists of seven (7) members appointed by the governor and confirmed by the senate. The governor, superintendent of public instruction and commissioner are ex officio nonvoting members of the board of regents.

(3) Appointments to the board of public education and to the board of regents are subject to the following qualifications:

(a) Not more than four (4) may be from one (1) congressional district;

(b) Not more than four (4) may be affiliated with the same political party;

(c) The terms of members appointed to each board shall be seven (7) years except as provided in section 11 [75-5619] of this act;

(d) When a vacancy occurs, the governor shall appoint a member for the remainder of the term of the incumbent, and such appointment shall preserve the balance required by subsections (a) and (b) above;

(e) A person may not be appointed to concurrent memberships on the board of public education and the board of regents.

(4) An appointed member of either board shall take and subscribe to the constitutional oath of office and file it with the secretary of state before he may serve as a member of either board.

History: En. Sec. 2, Ch. 344, L. 1973.

75-7703. Duties of superintendent of public instruction as executive officer. The superintendent of public instruction shall be the executive officer of the board of education for the administration of all state and federal laws related to vocational education. As the executive officer, the superintendent of public instruction shall:

(1) administer the vocational education policies adopted by the board of education;

(2) prepare curriculum guides for board of education adoption;

(3) employ, with the confirmation of the board of education, the professional staff necessary for the state supervision and administration of vocational education;

(4) report the status of vocational education in the state of Montana when requested by the board of education;

(5) keep all vocational education records in his office; and

(6) provide vocational education supervisory and consultative assistance to districts.

History: En. 75-7703 by Sec. 406, Ch. 5,
L. 1971.

75-7704. District authorization to establish and maintain vocational education courses and programs. The trustees of any district, community college district, or unit of the Montana university system may establish and maintain a vocational education course or program that complies with the vocational education standards adopted by the board of education. In order for a course or program to be eligible for state or federal financing, it shall be approved by the board of education.

History: En. 75-7704 by Sec. 407, Ch. 5,
L. 1971.

75-7705. Acceptance of Acts of Congress for vocational education. The state of Montana hereby reaffirms the acceptance of and assents to the terms and provisions of the Act of Congress entitled "The Vocational Education Act of 1963" and the "Vocational Education Amendments of 1968," and further hereby accepts and assents to the terms and provisions of all Acts of the Congress amendatory of "The Vocational Education Act of 1963," and to the terms and provisions of all other Acts of Congress which provide funds for the benefit of vocational education in Montana.

History: En. 75-7705 by Sec. 408, Ch. 5,
L. 1971.

Compiler's Note

The Vocational Education Act of 1963

is compiled in the United States Code at
Tit. 20, secs. 35 to 35n. The Vocational
Education Amendments of 1968 are com-
piled at numerous places in Title 20.

75-7706. State treasurer custodian of vocational education moneys. The treasurer of the state of Montana is hereby designated as the custodian of all federal and state moneys designated, appropriated or apportioned for vocational education. All moneys received from any federal or state source for the establishment, operation or furtherance of vocational education in the state shall be deposited with the state treasurer. At the direction of the board of education, he shall disburse all moneys appropriated or received for vocational education.

History: En. 75-7706 by Sec. 409, Ch. 5,
L. 1971.

75-7710. Local administration. The trustees or governing board of a post-secondary vocational-technical center shall administer such center according to the requirements of the laws of the state of Montana, the policies of the board of education, and the regulations of the superintendent of public instruction. If, in construing such laws, there is a conflict between the laws providing for post-secondary vocational-technical centers and any other laws governing the operation of schools, the former shall have the controlling authority.

History: En. 75-7710 by Sec. 413, Ch. 5,
L. 1971.

75-5610. Composition of boards — appointments — terms — oath. (1) The board of public education consists of seven (7) members appointed by the governor and confirmed by the senate. The governor, superintendent of public instruction, and commissioner are ex officio nonvoting members of the board of public education.

(2) The board of regents consists of seven (7) members appointed by the governor and confirmed by the senate. The governor, superintendent of public instruction and commissioner are ex officio nonvoting members of the board of regents.

(3) Appointments to the board of public education and to the board of regents are subject to the following qualifications:

(a) Not more than four (4) may be from one (1) congressional district; .
(b) Not more than four (4) may be affiliated with the same political party;

(c) The terms of members appointed to each board shall be seven (7) years except as provided in section 11 [75-5619] of this act;

(d) When a vacancy occurs, the governor shall appoint a member for the remainder of the term of the incumbent, and such appointment shall preserve the balance required by subsections (a) and (b) above;

(e) A person may not be appointed to concurrent memberships on the board of public education and the board of regents.

(4) An appointed member of either board shall take and subscribe to the constitutional oath of office and file it with the secretary of state before he may serve as a member of either board.

History: En. Sec. 2, Ch. 344, L. 1973.

75-7703. Duties of superintendent of public instruction as executive officer. The superintendent of public instruction shall be the executive officer of the board of education for the administration of all state and federal laws related to vocational education. As the executive officer, the superintendent of public instruction shall:

(1) administer the vocational education policies adopted by the board of education;

(2) prepare curriculum guides for board of education adoption;

(3) employ, with the confirmation of the board of education, the professional staff necessary for the state supervision and administration of vocational education;

(4) report the status of vocational education in the state of Montana when requested by the board of education;

(5) keep all vocational education records in his office; and

(6) provide vocational education supervisory and consultative assistance to districts.

History: En. 75-7703 by Sec. 406, Ch. 5, L. 1971.

75-6608. School isolation. The trustees of any district operating an elementary school of less than ten (10) ANB or a high school of less than twenty-five (25) ANB shall annually apply to have the school classified as an isolated school. The application shall be submitted by the trustees to the county superintendent by the first day of May each year. Such application shall include:

(1) the name of each pupil who will attend the school during the ensuing school fiscal year with the distance the pupil resides from the nearest county road or highway; and

(2) a description of conditions affecting transportation such as poor roads, mountains, rivers, or other obstacles to travel, the distance the school is from the nearest open school having room and facilities for the pupils of such school, or any other condition that would result in an unusual hardship to the pupils of the school if they were transported to another school; and

(3) any other information prescribed by the superintendent of public instruction.

The county superintendent shall submit the applications to the board of county commissioners (budget board) for their consideration on or before the fifteenth (15th) day of May. The budget board shall approve or disapprove the application on the basis of the criteria established by the superintendent of public instruction. The budget board also may approve an application because of the existence of other conditions which would result in an unusual hardship to the pupils of such school if they were transported to another school.

When an application is approved, the county superintendent shall submit such application to the superintendent of public instruction before the first day of June. The superintendent of public instruction shall approve or disapprove such application for isolated classification by the fourth Monday of June on the basis of the information supplied by the application or objective information the superintendent of public instruction may collect on his own initiative. No elementary or high school shall be considered an isolated school until the approval of the superintendent of public instruction has been received.

History: En. 75-6608 by Sec. 206, Ch. 5,
L. 1971; amd. Sec. 1, Ch. 212, L. 1973.

75-7701. Definitions. As used in this Title, unless the context clearly indicates otherwise:

"Vocational education" means the instruction to prepare or improve the pupil for gainful employment that does not require a baccalaureate or higher degree. This definition of vocational education shall include guidance and prevocational, related or technical instruction necessary to prepare the pupil for further vocational education or for entry into employment.

"Post-secondary vocational-technical education" means vocational-technical education of post-secondary vocational-technical pupils which is conducted by a post-secondary vocational-technical center or other programs as designated by the board of education. Post-secondary vocational-technical education shall include the 13th and 14th year and beyond but will not include work toward a baccalaureate degree.

"Post-secondary vocational-technical pupil" means a person who has completed or left school, is at least sixteen (16) years of age, and is available for study in preparation for entering the labor market, for re-entering the labor market, or for employment stability or advancement in employment.

"Post-secondary vocational-technical center" means a school used principally for the provision of post-secondary vocational-technical education to persons who qualify as post-secondary vocational-technical pupils. These centers are designated by the board of education upon direction by the legislature. All other public or private schools are hereby prohibited from using this title.

History: En. 75-7701 by Sec. 404, Ch. 5,
L. 1971.

75-7710. Local administration. The trustees or governing board of a post-secondary vocational-technical center shall administer such center according to the requirements of the laws of the state of Montana, the policies of the board of education, and the regulations of the superintendent of public instruction. If, in construing such laws, there is a conflict between the laws providing for post-secondary vocational-technical centers and any other laws governing the operation of schools, the former shall have the controlling authority.

History: En. 75-7710 by Sec. 413, Ch. 5,
L. 1971.

75-7702. Duties of board of education. The board of education shall be the governing board of the state of Montana for vocational education. The board of education shall adopt policies to effect the orderly development of a system of vocational education that is adaptable to changing needs, controlled to prevent unnecessary duplication, co-ordinated with federal guidelines and requirements for vocational education, and funded to ensure growth and quality programming. In order to accomplish the orderly development of a system of vocational education, the board of education policies shall include:

- (1) a state plan for such development;
- (2) standards for vocational education courses and programs;
- (3) instructor qualifications for vocational education courses and programs;
- (4) criteria for approval of vocational education courses and programs which are to receive financial assistance;
- (5) a basis for apportionment of all moneys appropriated by the legislature for vocational education in accordance with the intent of the legislature as reflected in the terms of the appropriation;
- (6) a basis for apportionment of all moneys received by the state of Montana for vocational education from the federal government in accordance with the Acts of Congress;
- (7) a system of evaluation of vocational education which allows for consideration of the current and projected manpower needs and job opportunities; and
- (8) any other policy not inconsistent with public law and which is necessary for the proper operation of a system of vocational education.

History: En. 75-7702 by Sec. 405, Ch. 5,
L. 1971.

75-7704. District authorization to establish and maintain vocational education courses and programs. The trustees of any district, community college district, or unit of the Montana university system may establish and maintain a vocational education course or program that complies with the vocational education standards adopted by the board of education. In order for a course or program to be eligible for state or federal financing, it shall be approved by the board of education.

History: En. 75-7704 by Sec. 407, Ch. 5,
L. 1971.

75-7708. Program and budget categories for post-secondary vocational-technical education centers. The board of education shall have the sole authority for the approval of the post-secondary vocational-technical education programs and their budgets. Such programs and budgets shall be placed into three categories defined as:

(1) Maintenance and operation. The maintenance and operation category shall include programs and costs for instruction; vocational guidance and counseling; job placement; travel of pupils and personnel while engaged in a program; acquisition, maintenance, and repair of equipment; and the rental of necessary emergency facilities for not more than one year.

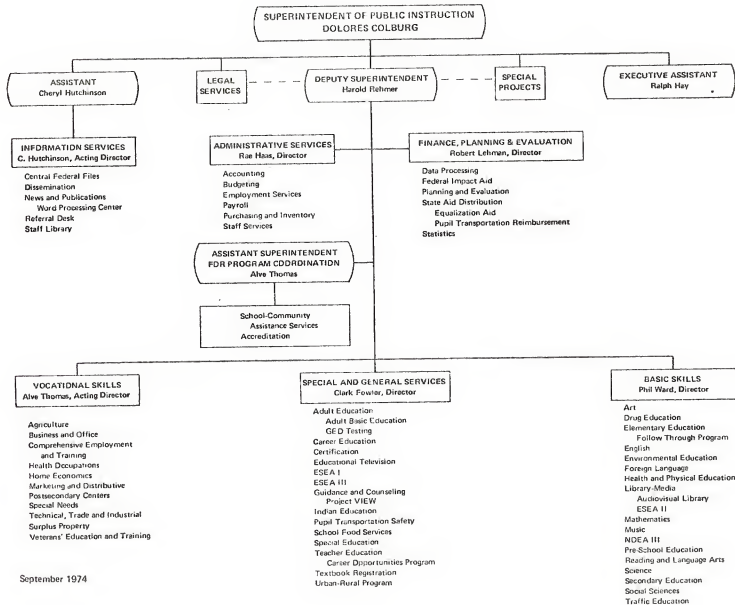
(2) Construction. The construction category shall include the program and cost for construction of new buildings; acquisition, expansion, remodeling and alteration of existing buildings; site acquisition and improvements; architectural fees; and the purchase of initial equipment.

(3) Ancillary services. The ancillary services category shall include the program and cost for the services and activities necessary to assure quality in the post-secondary vocational-technical center's instruction, such as supervision and administration of the center, program evaluation, special demonstration and experimental programs, and development of instructional materials and curriculum.

The trustees of the designated district or other governing board where the post-secondary vocational-technical center is located shall submit program proposals and the related budgets on the basis of these categories and in accordance with the program and budget approval procedure prescribed by the board of education.

History: En. 75-7708 by Sec. 411, Ch. 5,
L. 1971.





September 1974

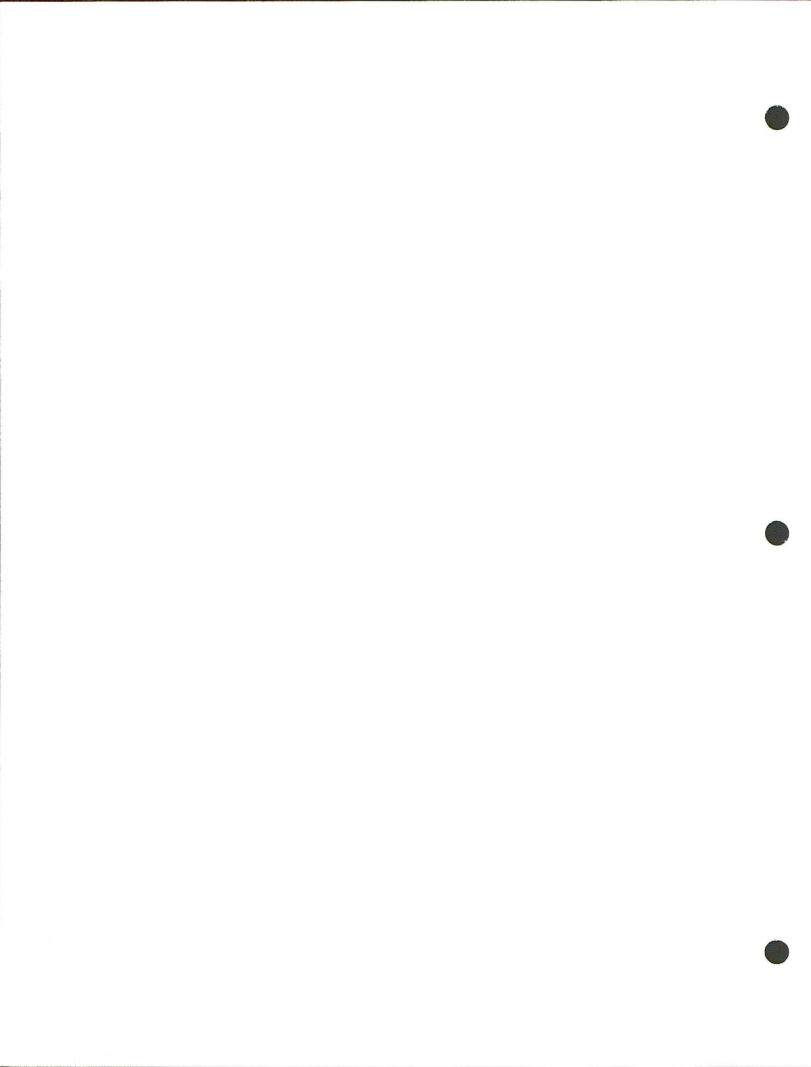
DIRECTORY

Vocational Skills Component

<u>Name</u>	<u>Title</u>	<u>Specific Area(s) of Responsibility</u>	<u>Address</u>	<u>Telephone</u>
Alve J. Thomas	Acting Director	Administration and Supervision	State Capitol	449-2086
(Vacant)	Accountant	Accounting	State Capitol	449-3126
Dr. Vernon Luft	Supervisor	Agriculture Education and FFA	State Capitol	449-3126
Mrs. Dee Elston	Supervisor	Business and Office Education and OEA	State Capitol	449-2087
Ross Wagner	Supervisor	Marketing and Distributive, Cooperative Education and DECA	State Capitol	449-2087
Mrs. Barbara Crebo	Supervisor	Health Occupations Education and Part F, Education Professions Development Act	State Capitol	449-2087
Miss Flora Martin	Supervisor	Consumer and Homemaking Education and Wage Earning Home Economics	State Capitol	449-3126
Miss Betty Lou Hoffman	Assistant Supervisor	Consumer and Homemaking Education, Wage Earning Home Economics and FHA	State Capitol	449-3126
Tom Ryan	Supervisor	CETA	State Capitol	449-3626
Val Matross	Program Officer	CETA	State Capitol	449-3626

<u>Name</u>	<u>Title</u>	<u>Specific Area(s) of Responsibility</u>	<u>Address</u>	<u>Telephone</u>
Dale Bryson	Program Officer	CETA	State Capitol	449-3626
Mrs. Montez Briggs ^{1/}	Coordinator	Project VIEW	State Capitol	449-2080
Alan J. Anderson	Supervisor	Special Needs (Disadvantaged and Handicapped), Depressed Areas and Exemplary Programs	State Capitol	449-2087
Alex Capdeville	Supervisor	Trade and Industrial, Technical, Adult and Industrial Arts Education and VICA	State Capitol	449-3126
William C. Howard	Supervisor	Veterans' Education and Training	State Capitol	449-2420
Delbert L. Gustin ^{1/}	Supervisor	Guidance and Counseling, Work-Study and Career Education Development	State Capitol	449-2080
(Vacant)	Post-secondary Coordinator	Post-secondary Education	State Capitol	449-3126

^{1/} Staff members are not Vocational Skills component staff members, but they do have the listed responsibilities.



COOPERATIVE AGREEMENT
between the
Montana Employment Security Division*
and the
Superintendent of Public Instruction

This Cooperative Agreement is entered into by the Montana Employment Security Division, Department of Labor and Industry, and the Superintendent of Public Instruction to bring about closer working relationships and to render more effective selected functions of each agency pursuant to the provisions of Public Law 90-576, the Vocational Education Amendments of 1968, and the Montana State Plan for the Administration of Vocational Education.

The Superintendent of Public Instruction, as executive officer for vocational education, agrees to:

- a. Furnish information to the Montana Employment Security Division regarding enrollment as well as vocational-technical training programs conducted at the various schools throughout the state.
- b. Seek the services of counselors, specialists, consultants, and other resource personnel of the State Employment Service Bureau when this is deemed necessary and beneficial.
- c. Disseminate information concerning job opportunities, job outlook projections and any other relevant employment information supplied by the State Employment Service Bureau beneficial to school administrators, supervisors, vocational counselors and teachers.
- d. Encourage the wise use of job information supplied by the State Employment Service Bureau to school staff personnel and students enrolled in vocational-technical courses.
- e. Assure that educational agencies supply the State Employment Service Bureau with information regarding the occupational qualifications of persons having completed or who are completing vocational education courses.
- f. Perform, cooperatively with the State Employment Service Bureau, such other activities which will aid in job training and placement.

The Montana Employment Security Division, Department of Labor and Industry, agrees to:

- a. Supply job resource materials to administrators, supervisors, counselors and teachers of vocational-technical education.

*Title of agency changed from Montana Employment Security Commission.

- b. Counsel prospective trainees in vocational preparatory programs upon request by school administrators.
- c. Counsel prospective trainees in vocational part-time and extension programs and encourage them with their interests and training.
- d. Disseminate information regarding training opportunities and schools which may be made available to prospective students of the state.
- e. Carry out testing programs for applicants to reveal potentialities, aptitudes, interests and performance abilities, upon request by the school administrator.
- f. Aid in the selection and referral of applicants to job openings.
- g. Provide specialized service for the handicapped, disadvantaged and unemployed youth.
- h. Compile, analyze and disseminate labor market and employment orientation information for appropriate educational agencies and institutions.
- i. Refer applicants to other appropriate agencies for services not provided by the State Employment Service Bureau.
- j. Participate in state and community educational programs to promote full employment.

Joint consideration will be given to the results of periodic evaluations of manpower programs and services in light of information regarding current and projected manpower needs and job opportunities and to the relative vocational education needs of all population groups in all communities of Montana.

Adalene Callaway
State Superintendent of Public
Instruction

20 August 1975
Date

Fred Barnett
Administrator, Montana Employment
Security Division, Department of
Labor and Industry

8/20/75
Date

-192-
COOPERATIVE AGREEMENT

APPENDIX II
1.72

between the
Montana Department of Social and Rehabilitation Services
and the
Superintendent of Public Instruction

This Cooperative Agreement is entered into by the Montana Department of Social and Rehabilitation Services and the Superintendent of Public Instruction to bring about closer working relationships in developing a comprehensive plan of vocational education for handicapped persons pursuant to the provisions of Public Law 90-576, the Vocational Education Amendments of 1968, and the Montana State Plan for Vocational Education.

The Superintendent of Public Instruction, as executive officer for vocational education, agrees to:

- a. Work cooperatively and jointly with the Department of Social and Rehabilitation Services in developing a comprehensive plan for the vocational education of handicapped persons.
- b. Coordinate the activities of the Office of the Superintendent of Public Instruction with the Department of Social and Rehabilitation Services in the development and administration of the State Plan to the extent that handicapped persons are affected.
- c. Designate a member of staff to serve as a liaison representative to the Department of Social and Rehabilitation Services.
- d. Refer promptly to the Department of Social and Rehabilitation Services all information regarding special programs and schools conducting programs and services for handicapped persons.
- e. Supply such supplementary data on handicapped persons relevant to vocational education opportunities and capabilities.
- f. Provide, whenever possible, supervisory services in the training of handicapped persons.
- g. Refer promptly to the Department of Social and Rehabilitation Services such cases which are failing to respond to training to which they were committed and make recommendations for recycling of training.
- h. Seek the services of counselors, specialists, consultants and other resource personnel of the Department of Social and Rehabilitation Services when this is deemed necessary and beneficial.

COOPERATIVE AGREEMENT--contd.

- i. Perform cooperatively with the Department of Social and Rehabilitation Services such other activities which will aid in training handicapped persons for employment.

The Montana Department of Social and Rehabilitation Services agrees to:

- a. Work cooperatively and jointly with the Office of the Superintendent of Public Instruction in developing a comprehensive plan for vocational education of handicapped persons.
- b. Coordinate the activities of the Department of Social and Rehabilitation Services with the Office of the Superintendent of Public Instruction to assist in the development and administration of the State Plan to the extent that handicapped persons are affected.
- c. Designate a member of its staff to serve as a liaison representative to the Office of the Superintendent of Public Instruction.
- d. Refer promptly to the Office of the Superintendent of Public Instruction all information regarding cases which may be recommended for special training.
- e. Supply such supplementary data on handicapped persons relevant to vocational education.
- f. Assist, whenever possible, in the supervision of training of handicapped persons.
- g. Supply, whenever possible, resource materials as well as counseling and consultant services to the training of handicapped persons.
- h. Disseminate information regarding training opportunities and schools which may be made available to handicapped persons.
- i. Carry out testing programs for applicants to reveal potentialities, aptitudes, abilities and interests upon request of the school administrator.
- j. Aid in the selection and referral of applicants to possible vocational education opportunities.
- k. Perform, cooperatively with the Office of the Superintendent of Public Instruction, such other activities which will aid in training handicapped persons.

COOPERATIVE AGREEMENT--contd.

Joint consideration will be given to the results of periodic evaluations of programs and services for handicapped persons in regard to their success in meeting the needs of such persons to become employable and take their rightful place in the mainstream of life.

Salaries Callum
State Superintendent of Public
Instruction

19 May 1972
Date

Thodore Cankulis
Director, Department of Social and
Rehabilitation Services

5-18-72
Date

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FEB 20 1977

Subgrant Signature Sheet

Subgrant No.: 75/3105/01-02-01-02

Grantor: Office of the Governor
State of Montana
State Capitol
Helena, Montana 59601

Subgrantee: Board of Public Education
State Capitol
Helena, Montana 59601

This subgrant is entered into by the Prime Sponsor, hereinafter referred to as Grantor and Board of Public Education, hereinafter referred to as Subgrantee. The Subgrantee agrees to operate a Comprehensive Employment and Training subprogram in accordance with the provisions of this agreement. This subgrant consists of this sheet, Terms and Provisions, Part A, Part B, and such assurances and certifications as are attached hereto.

Obligation

The total funds obligated for this subgrant for fiscal year 1975 under Title I of the Comprehensive Employment and Training Act of 1973 are \$413,199. These funds cover the period of July 1, 1974 to June 30, 1975.

Approved for the Subgrantee by:

Dolores Colburg
 Dolores Colburg
 Superintendent of Public Instruction

SUBSCRIBED and SWORN TO before me this 10th day of December, 1974.

Barbara Pabich
 Notary Public for the State of Montana
 Residing at Helena, Montana.
 My Commission expires April 4, 1976.

Approved for the Grantor by:

David E. Fuller
 David E. Fuller, Executive Director
 Manpower Planning
 Governor's Office

SUBSCRIBED and SWORN TO before me this 20th day of February, 1975.

Patricia J. Sullivan
 Notary Public for the State of Montana
 Residing at Helena, Montana.
 My Commission expires July 31, 1977.

TERMS AND PROVISIONS

Section 1. Performance:

- a) The Subgrantee agrees to perform in accordance with the statement of work as outlined in Part A of this subgrant.
- b) The Subgrantee agrees to carry out the program until such time as the Grantor shall determine the program has been completed.

Section 2. Budget Spending Limitations and Method of Payment

- a) The maximum compensation paid to the Subgrantee shall not exceed \$413,199 as specified in the obligation paragraph of the subgrant signature sheet for the period July 1, 1974 to June 30, 1975.
- b) The Grantor shall pay to the Subgrantee such amounts not to exceed the maximum compensation referred to herein, as shall be requisitioned by the Subgrantee. Requisitions will be accompanied by such supporting data as the Grantor may require. The Grantor will honor, subject to the provisions of this contract, such requisitions in amounts and at times judged proper to carry out those activities specified in Part A in accordance with the budget specifications of Part B of this subgrant. The requisition period applicable to this subgrant shall be one calendar quarter.

Section 3. Audit and Records

- a) The Grantor, the Legislative Auditor for the State of Montana, the Head of the Federal Grantor Agency and Comptroller General of the United States, or any of their duly authorized representatives, shall have access to any books, documents, papers, and records of the state and local governments and their subgrantees which are pertinent to this subgrant for the purpose of making audit, examination, excerpts, and transcripts.
- b) Audits will be performed during the term of the subgrant or immediately subsequent to the subgrant covering the term of the subgrant.

Section 4. Modifications

- a) Prior approval shall be required when 1) the cumulative transfer of funds among program activities or cost categories exceeds \$10,000 or 5% of the total grant budget whichever is greater or 2) the total number of individuals to be served, planned enrollment for program activities, planned placement terminations, or individuals to be served within significant client groups is to be increased or decreased by 15% or more. A major modification will require the submission of a subgrant

signature sheet, a Project Operating Plan, and a Program Narrative justifying the proposed modification. Performance in accordance with this subgrant shall continue until such time as the Subgrantee shall receive approval of the proposed modification.

- b) All other modifications shall be considered minor and will not require prior notification or approval but shall be reflected in the monthly progress report subsequent to the modification and an accompanying Project Operating Plan reflecting only the items to be modified.

Section 5. Termination of Subgrant for Cause

If for any reason, the Subgrantee fails to fulfill its subgrant obligations in a timely and proper manner or if the Subgrantee shall violate any of the terms or provisions of this subgrant the Grantor shall thereupon have the right to terminate this subgrant by giving written notice to the Subgrantee specifying the effective date thereof at least 30 days before the effective date of such termination. In such event, the Subgrantee shall not be relieved of liability to the Grantor for damages sustained by the Grantor by virtue of a breach of the subgrant. The Grantor may withhold any payments to the Subgrantee for the purpose of set-off until such time as the exact amount of damages due the Grantor can be determined.

Section 6. Termination of Subgrant for Convenience of Grantor

The Grantor may terminate this contract when it has been determined that 1) the funding levels are not practicable for the achievement of stated goals or 2) the continuation of the program would not produce beneficial results commensurate with the expenditure of funds. The two parties shall agree upon the termination conditions, including the effective date. If the contract is terminated by the Grantor as provided herein, the Subgrantee will be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the Subgrantee covered by this subgrant, less payments of compensation previously made. If this subgrant is terminated due to the fault of the Subgrantee, Section 5 shall apply. The Grantor shall allow full credit to the Subgrantee for the Grantor cost of the non-cancelled obligations, properly incurred by the Subgrantee prior to termination.

Section 7. Partial Termination

In the case of partial terminations those conditions specified in Section 6 shall apply only to that portion of the Subgrant without affecting the remainder of the subgrant.

Section 8. Discrimination

No person with responsibilities in the operation of this program will discriminate with respect to any program participant or any applicant for participation in such program because of race, creed, color, national origin, sex, political affiliation or beliefs. Further, no Montana resident will be denied enrollment on the basis of residential location.

Section 9. Special Projects

The following procedures will be adhered to in the development of special projects within the scope of this contract: a. Specific project agreements shall be determined by the Grantor in consultation with the subgrantee; b. Such agreements shall become part of this contract and noted as Exhibits.

Section 10. Counterparts

This subgrant shall be executed in two counterparts, each of which shall be deemed to be an original, and such counterparts shall constitute one and the same instrument.

A. GRANTEE'S NAME AND ADDRESS Board of Public Education State Capitol Helena, Montana 59601		U.S. DEPARTMENT OF LABOR Personnel Administrator: 4 CETA PROJECT OPERATIVE PLAN C. PROGRAM YEAR COVERED BY THIS GRANT (Month, Day, Year) From: 7-1-74 To: 6-30-75		D. GRANT NUMBER 75/3105/01-02-01-02 E. TYPE OF PROGRAM <input checked="" type="checkbox"/> 1-Title I <input type="checkbox"/> 2-Title II <input type="checkbox"/> 3-Other Specify	
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I. ENROLLMENT AND TERMINATION SUMMARY		PROGRAM YEAR-TO-DATE PLAN			
		9/30	12/31	3/31	6/30
		(a)	(b)	(c)	(d)
A. TOTAL INDIVIDUALS TO BE SERVED (Sum of A.1 and A.2)					
1. Individuals Entering This Program Year		87	206	401	471
2. Individuals Coming Over From Previous Program Year		87	206	401	471
B. TOTAL INDIVIDUALS TO BE TERMINATED DURING PROGRAM YEAR (Sum of B.1 through B.5)					
1. Total Existing Employment		8	52	108	340
a. Direct Placement, No CETA Training or Employment		1	1	4	9
b. Indirect Placement Following CETA Training/Employment		4	46	67	270
c. Self Placement					
2. Other Publicity Terminations		1	2	6	15
3. Non-Publicity Terminations		2	3	31	47
4. High-Priority Terminations					
C. NO. INDIVIDUALS PLANNED TO BE ENROLLED AT THE END OF EACH QUARTER (A minus B)		79	154	293	130

II. PLANNED ENROLLMENTS IN PROGRAM ACTIVITIES		9/30		12/31		3/31		6/30	
PROGRAM ACTIVITY	Total Served	Currently Enrolled	Total Served	Currently Enrolled	Total Served	Currently Enrolled	Total Served	Currently Enrolled	
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	
A. Classroom Training, Prime Sponsor	87	79	206	154	401	291	471	130	
B. Classroom Training, Voc. Ed.									
C. On-the-Job Training									
D. Public Service Employment									
E. Work Experience									
F. Other Activities									

III. SUMMARY FINANCIAL PLAN (in Thousands)		IV. CUMULATIVE PROJECTIONS BY QUARTER OF FINANCIAL PLAN (in Thousands)			
		9/30	12/31	3/31	6/30
		(a)	(b)	(c)	(d)
A. Total CETA funds available during this program year (Sum of A.1 and A.2)					
1. Funds carried in from previous program year or other grants	413				
2. New Funding	0				
B. Total projected expenditures for this program yr. (Sum of B.1 thru B.6)					
1. Administration					
2. Allowances					
3. Wages					
4. Public Benefits					
5. Training	413				
6. Services					
C. Total CETA funds to be carried into next fiscal program year (A minus B)					
D. Total Projected Expenditures by Program Activity (See II(B); Sum of B.1 through B.6)					
1. Classroom Training, Prime Sponsor		76	182	351	413
2. Classroom Training, Voc. Ed.					
3. On-the-Job Training					
4. Public Service Employment					
5. Work Experience					
6. Services to Clients					
E. Other Fed. funds not in Prime Sponsor's Grant					
F. GRANT TOTAL (Projected Expenditures) (Sum of D, E, F, and G)					
		76	182	351	413

V. SIGNIFICANT SEGMENTS		PROGRAM YEAR-TO-DATE PLAN				SIGNIFICANT SEGMENTS				PROGRAM YEAR-TO-DATE PLAN			
		9/30	12/31	3/31	6/30					9/30	12/31	3/31	6/30
		(a)	(b)	(c)	(d)					(e)	(f)	(g)	(h)
A. E.D. Non-White		20	40	60	80	E.D. Handicapped		16	30	44	60	80	100
B. E.D. Vietnam vets		24	48	72	96	E.D. Ex-offenders		3	4	6	8	10	12
C. E.D. Other vets		14	28	42	56								
D. E.D. Youth		36	72	108	144								
E. E.D. Older workers		11	22	33	44								

VI. OTHER ACTIVITIES (Reference II, IV, V, VI) Indicate other activities or special programs for affected groups, a listing their objectives and how participants receive their advancement in a quantitative or narrative presentation. (Optional)		VII. A. SIGNATURE <i>Salaries Calling for the Board of Public Education</i>		B. DATE SIGNED 10 December 1974	
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U.S. DEPARTMENT OF LABOR
Manpower Administration

FEB 26 1975

Sub. Grant Contract Number 30-5-034-18

VOCATIONAL EDUCATION AGREEMENT SIGNATURE SHEET

1. PRIME SPONSOR

Office of the Governor
State of Montana
State Capitol
Helena, Montana 59601

2. VOCATIONAL EDUCATION BOARD

Board of Public Education
State Capitol
Helena, Montana 59601

Pursuant to Section 112(c) of the Comprehensive Employment and Training Act of 1973, this Agreement is entered into by the State Vocational Education Board of (3. Name of State) Montana and (4. Name of Prime Sponsor) Thomas L. Judge, Governor

This Agreement consists of this sheet, the Project Operating Plan and the Program Narrative.

As per this Agreement the State Vocational Education Board of (5. Name of State) Montana is committed to provide for the Prime Sponsor the training and services outlined in the Program Narrative. These services and training will be provided upon receipt of funds from the Governor.

6. The estimated costs of these services and training by cost category are:

COST CATEGORY	ESTIMATED COSTS
Training	110,000
Administration	28,000
Allowances	64,000
Services To Clients	50,000
TOTAL	252,000

7. APPROVED FOR THE PRIME SPONSOR

BY

NAME AND TITLE David E. Fuller
Executive Director
Manpower Planning

SIGNATURE

David E. Fuller
February 20, 1975

8. APPROVED FOR THE VOCATIONAL EDUCATION BOARD

BY

NAME AND TITLE Dolores Colburg
Superintendent of Public Instruction

SIGNATURE

Dolores Colburg
10 December 1974

PROGRAM NARRATIVE FOR SPECIAL GRANT PROJECT OPERATING PLAN

The Superintendent of Public Instruction will arrange for vocational education training and services on receipt of funds from the Governor.

Through funds (\$252,000) provided by a special grant and through linkage with existing adult basic education programs, the Superintendent of Public Instruction can provide adult basic education and related services to about 605 additional individuals.

Since individual needs and rates of learning vary, the open entry/open exit plan of enrollment and individualized instruction will be utilized where possible. Occasionally a class-size group will be referred for training during a specified period. Individuals in the group would have common objectives and would be taught as a class. A class might consist of minorities such as urban Indian individuals who lack basic skills needed for entry into vocational training. Education in basic skills also will be continued for Indian people who live on reservations.

The Superintendent of Public Instruction will provide the following in meeting the needs of unemployed and underemployed.

Basic education, consumer education, preparation for CED testing

Selection and approval of training agencies located within reasonable distance from trainee residence areas

Educational and career counseling

Supervision and evaluation of training

Inservice training

Coordination with other agencies, state and local

Timely informative reporting

Open communication to promote adequate flow of information

Maintenance of adequate records

Orientation to needs of industry, business and labor

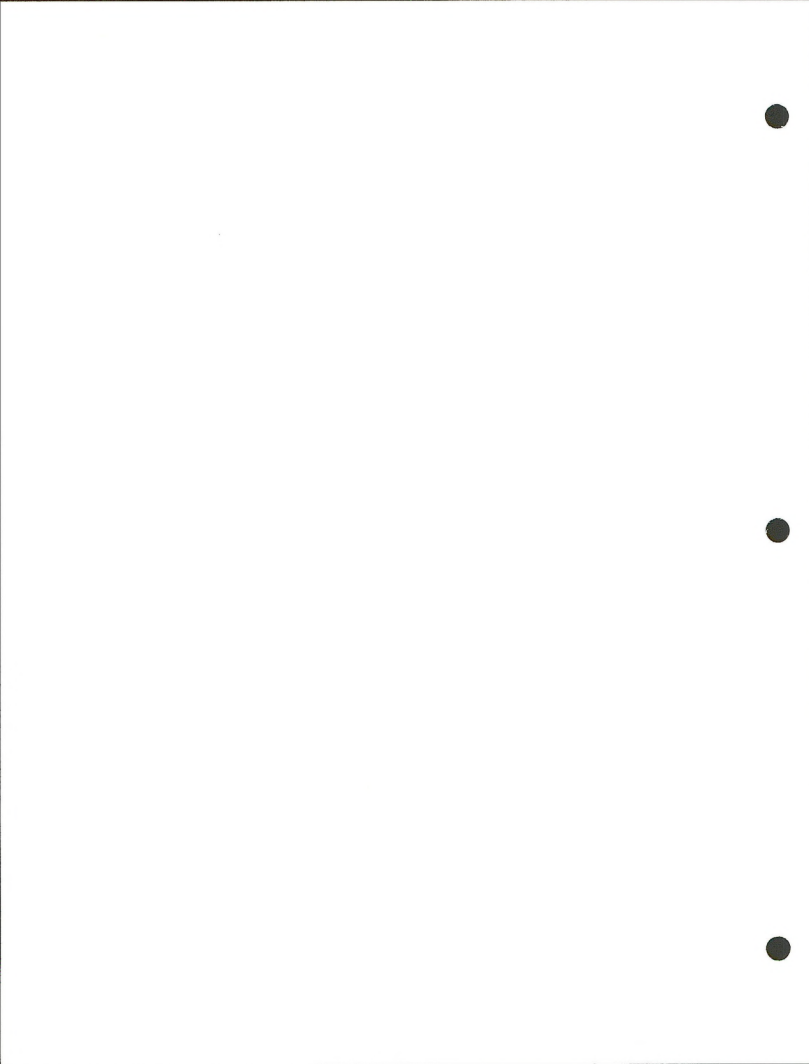
Training and counseling for ex-offenders who have been in prison and have earned parole and to convicted felons under suspended or deferred sentences

Three major objectives of the special grant project operating plan are

- to prepare each trainee to enter and retain the type of job for which the person has been trained;
- to enable each trainee to achieve an adequate standard of living for self and dependents; and
- to enable the trainee to develop dignity, self-confidence and a feeling of self-worth.

It is anticipated that the 605 individuals to receive training and services under the special grant project operating plan will be distributed among the training agencies listed below

School District #2, Billings	95
School District #7, Bozeman	25
Great Falls Vo-Tech Center, Great Falls	95
Flathead Valley Community College, Kalispell	40
Missoula Technical Center, Missoula	80
Dawson College, Glendive	40
Northern Montana College, Havre	25
Miles Community College, Miles City	25
Statewide, through Board of Pardons	180
Total	605



§102.59 Percentage requirements with respect to uses of Federal funds.

(a) Application of percentage requirements. The State plan shall provide that allocations of Federal funds pursuant to §102.52 shall comply with the following requirements with respect to the use of Federal funds:

(1) Vocational education for disadvantaged persons. At least 15 percent of the total allotment for any fiscal year to a State of funds appropriated under section 102(a) of the Act, or 25 percent of that portion of the State's allotment which is in excess of its base allotment, whichever is greater, shall be used only for vocational education for disadvantaged persons.

(2) Postsecondary vocational education. At least 15 percent of the total allotment for any fiscal year to a State of funds appropriated under section 102(a) of the Act, or 25 percent of that portion of the State's allotment which is in excess of its base allotment, whichever is greater, shall be used only for postsecondary vocational education.

(3) Vocational education for handicapped persons. At least 10 percent of the total allotment for any fiscal year to a State of funds appropriated under section 102(a) of the Act shall be used only for vocational education for handicapped persons.

(b) Definition of base allotment. As used in this section, the term "base allotment" means the sum of the allotments to a State for fiscal year 1969 from sums appropriated under (1) section 2 of the Vocational Education Act of 1963 before its amendment by the Vocational Education Amendments of 1968 (20 U.S.C. 35-35n), (2) the Smith-Rhodes Act (20 U.S.C. 11-15-16-28), (3) the Vocational Education Act of 1946 (20 U.S.C. 15i-15m, 15o-15q, 15aa-15jj, 15aaa-15ggg), and (4) the Act of March 3, 1931, relating to vocational education in Puerto Rico (20 U.S.C. 30), the Act of March 18, 1950, relating to vocational education in the Virgin Islands (20 U.S.C. 31-33), section 9 of the Act of August 1, 1956, relating to vocational education in Guam (20 U.S.C. 34), and section 2 of the Act of September 25, 1962, relating to vocational education in American Samoa (48 U.S.C. 1667).

(c) Waiver of percentage requirements. The percentage requirements in subparagraphs (1) and (2) of paragraph (a) may be waived for any State by the Commissioner for any fiscal year upon his finding that the requirements impose a hardship or are impractical in their application with respect to that State. Such a finding will be made only upon the request of the State submitted through its State board as a part of its annual program plan or amendment thereto.

\$102.59 Percentage requirements with respect to uses of Federal funds--
contd.

(d) Vocational education meeting more than one percentage requirement. If an expenditure for vocational education falls within more than one of the categories for which there is a percentage requirement, the total amount of the expenditure may be counted as an expenditure for vocational education in one of the categories, or prorated to each of the categories in any manner which the State board deems reasonable and proper so long as the aggregate amount prorated to the categories in which the expenditure falls does not exceed the total amount of the expenditure.

PROGRAM APPROVAL GUIDELINES
FOR VOCATIONAL EDUCATION PROGRAMS

The following guidelines for each vocational education program area are designed to assist local administrators and vocational education teachers in designing new, or updating existing, vocational education programs in order that they might qualify as an approved vocational education program eligible for reimbursement.

These guidelines were developed by the vocational education supervisors in the Office of the Superintendent of Public Instruction and any questions related to their content should be directed to the vocational education staff member responsible for supervising the program.

Agriculture Education GuidelinesI. Scope

The purpose of vocational education in agriculture is to prepare a student for entry level employment in agriculture; to upgrade or supplement students' employment skills; and to prepare students for post-secondary training in agriculture. The programs shall devote attention to students interested in or engaged in production agriculture and off-farm agribusiness occupations. They are designed to serve persons of all ages in all communities of the state that they will have ready access to agricultural education training or retraining. This training must be of high quality, realistic in light of opportunities for gainful employment and suited to their needs, interests and abilities to benefit from such training. The training programs shall consist of organized classroom and laboratory instruction, youth programs and supervised occupational experience. The occupational experience may be on a farm or in an agricultural business, agency or organization which performs one or more of the agricultural functions of producing, processing, distributing or servicing. Each student shall be supervised throughout the year by a certified teacher.

Local FFA chapters are organized to supplement the instruction in vocational agriculture, since youth activities are an important instructional media and are highly significant in aiding agricultural education in making contributions to the guidance and total educational development of students. FFA incentive awards and activities and related leadership training permeate every aspect of the instructional program of agriculture.

II. Instructor

The instructor of vocational education in agriculture shall hold a valid teaching certificate with endorsement in agriculture education; meet the requirements set forth in Paragraph 1.33-1, Part B, of the Montana State Plan for the Administration of Vocational Education; and such qualifications shall be filed with the Office of the Superintendent of Public Instruction.

III. RequirementsA. Scheduling

1. During the regular school year the weekly duration of vocational agriculture courses shall correspond with Paragraph 312-1 of Standards for Accreditation of Montana Schools. The minimum required length of time for laboratory courses is 270 minutes per week; however, longer blocks of time are encouraged.

2. A secondary program of vocational agriculture shall be a minimum of 10 months in duration allowing at least two weeks prior to the start of the school year and two weeks following the ending of the school year for the instructor(s) to supervise occupational experience programs.

B. Curriculum

1. The curriculum in vocational agriculture shall be appropriate in leading to the fulfillment of the vocational objectives of the students enrolled.
2. The curriculum at the freshman and sophomore levels shall be designed to provide a basic background in agriculture necessary for in-depth study at the junior and senior levels.
3. Courses in the curriculum shall reflect the training needs for an agricultural occupation.
4. Industrial related and craft courses taught independent of the vocational agriculture programs will not be considered for reimbursement. Some of these courses would include, but are not limited to:
 - a. Mechanical drawing
 - b. Electronics
 - c. Leatherwork
 - d. Wood shop
 - e. General shop
 - f. Auto mechanics

C. Supervised Experience Programs

1. Preparatory programs of instruction shall provide for directed or supervised practice in agriculture on a farm for those persons engaged in or preparing for farming (production agriculture).
2. Practical field, laboratory or occupational work experience for those training for other occupations involving knowledge and skills in agricultural subjects.
3. Such experience shall be appropriate to the vocational objective of the student, of sufficient duration to develop competencies necessary for employment in the occupation or occupational field for which he is being trained, and supervised, directed or coordinated by a person qualified under the State Plan.

IV. Equipment and Facilities

A. Equipment

1. The kind and amount of equipment needed by departments of vocational agriculture for classroom, laboratory and field work varies considerably with the type of production agriculture and the agricultural occupations for which instruction is provided, the size of the classes and the scope of the courses offered for high school, out-of-school youth and adult programs. Obviously, in some areas considerable animal science equipment will be needed, as compared to the need of plant science equipment in other areas.
2. The equipment must be satisfactory to accomplish the program objectives established.
3. The major factor to be considered in determining the kind of equipment needed for the shop is the type of instructional program to be provided. The shop is used normally by all groups regularly enrolled in vocational agriculture.

B. Facilities

1. The physical facilities for vocational agriculture must include as a minimum, a classroom-laboratory, an agricultural mechanics shop and/or other facilities, such as a greenhouse, etc., as determined by the occupational objectives of the program together with necessary storage space, clean-up and toilet facilities. Other facilities, such as teachers' office, locker room, machine shed, etc., may be desirable. A deviation from these facilities requirements must be approved by the agriculture education supervisor.

Business and Office Education Guidelines

I. Scope

The business and office education program is designed to prepare the student for entry level employment or to improve the competencies of an unemployed, underemployed or employed person.

A. Preparatory

To be approved as vocational, the business and office education program must be designed to prepare students for employment in a business occupation for which employment opportunities exist or are anticipated.

B. Supplemental

Business and office education courses may be approved if the objective is upgrading, refreshing or providing supplemental training of presently employed, unemployed or underemployed workers.

C. Related

Vocational business and office student organizations give the student an additional opportunity to explore occupations in depth and to develop his fullest potential in citizenship, leadership and character. Therefore, the business youth group program should be recognized as an integral, functional part of the total vocational business education program.

II. Instructor

The instructor of vocational business and office education classes shall have earned a minimum of fifteen (15) quarter credits in vocational education in the areas of philosophy of vocational education, administration of vocational education, cooperative coordination practices and procedures and methods courses in the areas of certification; must satisfy paragraph 1.33-1, Part B, of the Montana State Plan for the Administration of Vocational Education; and such qualifications shall be filed with the Office of the Superintendent of Public Instruction.

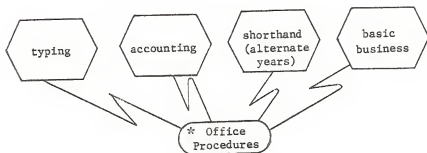
III. Requirements

A. Curriculum and Scheduling

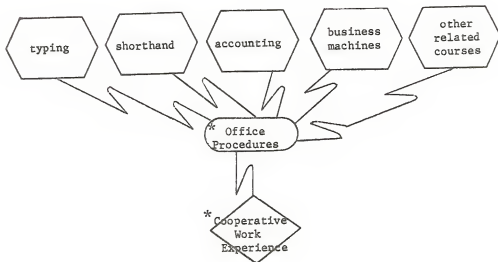
1. The weekly duration of business and office education courses shall correspond with paragraph 312-1 of Standards for Accreditation of Montana Schools. A two-hour block of time for the integrated skill course is encouraged.
2. Course offerings (or their equivalents) shall be as illustrated. Only the integrated skills course (office procedures or its equivalent) is eligible for reimbursement.* Approval of program units for reimbursement will be based on the amount of class time spent in the integrated skills course. The total program must include such course offerings (or their equivalent) as diagrammed below.



BASIC BUSINESS EDUCATION PROGRAM



COMPREHENSIVE BUSINESS EDUCATION PROGRAM



B. Facilities, Equipment and Materials

The type and amount of equipment needed by the business and office education department for classroom and laboratory activities varies with the program objectives, size of class and variety of courses offered. Desks should be arranged in an office layout and equipment should include electric typewriters, stencil and fluid duplicators, mimeoscope, transcribing machines, adding machines, calculators, filing cabinets, tape recorders and other audiovisual equipment as is necessary for classroom teaching techniques. All facilities must be adequate for the number of students involved.

NOTE: The equivalent to the integrated skills course may be office procedures, office practice, office occupations, stenographic-secretarial and related, clerical practice, secretarial practice, advanced business, business training, office training, secretarial training, model office, simulated office, office education or office laboratory.

Distributive Education GuidelinesI. Scope

A distributive occupation is one in which employees are engaged primarily in the marketing and merchandising of goods and services. These occupations are commonly found in businesses such as retailing, wholesaling, storing, transporting, financing and risk bearing. The objectives of all programs in distributive education shall be to prepare the student for employment or to improve the competence of an employed person and consist of preparatory and supplemental offerings.

A. Preparatory

To be approved, a vocational distributive education program must be designed to prepare students for employment in a distributive occupation for which there are existing employment opportunities or anticipated opportunities when training is completed.

B. Supplemental

Appropriate courses may be approved for upgrading, refreshing or supplemental training or retraining of presently employed, unemployed or underemployed workers.

II. Sequence

The distributive education course of study shall be comprehensive and shall provide a sequential program including a study of, and experience in, distribution and marketing and specialized study in the chosen field(s) of endeavor. (A two-year distributive education course in the eleventh and twelfth grades is recommended for the purpose of providing sequential instruction.) Opportunities for cooperative work experience must also be available to students in the twelfth grade program of study.

III. RequirementsA. Curriculum

1. The distributive education curriculum shall be derived by analyzing the skills, duties and responsibilities required of persons employed in distributive occupations for which training is to be offered. Units of instruction and experience will be developed to guide the distributive education student through the acquisition of the skills and understanding required for the distributive occupation of his/her choice. In addition, the curriculum shall include instructional units for the development of concepts of business economics, free enterprise and business competition.

2. Distributive education classes shall be not less than one class period per day. Cooperative work experience shall not be less than 15 hours per week for each individual student.

B. Space, Equipment, Maintenance and Teaching Materials

1. There shall be appropriate working stations in each class for each student enrolled. Space should be so planned so that there is adequate space to work without crowding or interference.
2. Adequate equipment should be provided to accommodate the number of students enrolled. Equipment should include counters and shelving units, display case and equipment, cash registers and audiovisual equipment.
3. In order to use the facilities provided for distributive education efficiently and effectively, it is essential that textbooks, reference materials, teaching aids and supplies of the proper kind be available in adequate amounts at the proper time.

IV. Distributive Education Clubs of America (DECA)

Local DECA chapters should be developed to supplement the instructional program in the areas of leadership and citizenship training and experience.

Trade and Industrial and Technical Education GuidelinesI. Scope

Trade and industrial and technical education are designed to prepare persons over 16 years of age to enter into an industrial trade or service occupation. Trade and industrial and technical education include any offering which is necessary to develop the manipulative skills, technical knowledge and related information--such as job attitude, safety practices and trade judgment necessary for employment in any craft, skilled trade, single skilled or semi-skilled occupation--which directly functions in the designing, producing, processing, fabricating, assembling, testing, modifying, maintaining, servicing or repairing of any product or commodity; and any other occupation usually considered to be a technical or industrial pursuit. Trade and industrial and technical courses are designed to provide opportunities for instruction for those preparing for employment and part-time and evening adult classes for those who have entered employment.

Trade and industrial and technical education programs are specific in nature in that the primary objective is preparation for an occupation or for new and emerging occupations for which employment opportunities exist.

Training given includes instruction in manipulative skills, processes and knowledges required so that the participant may become an entry level worker; may upgrade his current skills and knowledges; or may prepare for a new occupation.

Trade and industrial and technical education programs should be based upon evidence that the students involved in the program will:

- A. Possess the required qualifications for successful utilization of the training in that given type of work.
- B. Desire to accept the training.
- C. Profit from the instruction offered.
- D. Have enhanced possibilities of securing employment in an occupation, or will be provided opportunities for advancement in the occupation in which they are employed.

II. Requirements

- A. Program and Scheduling

1. Content

All programs of trade and industrial and technical education shall be designed in accordance with the standards of the occupation, in order that an individual may enter and advance within the occupation.

Content for all programs shall be derived from an occupational analysis of the trade or occupation in which the training is to be offered. The subject matter identified through the analysis shall be organized into instructional units and courses of study prepared.

As programs are developed or modified, individualized instruction should be an integral part of the curriculum. Objectives are to be written in a performance, behavioral or measurable manner.

Contents of programs should not be restrictive in nature, but rather should provide flexibility in accordance with an ever-changing industrial society.

2. Scheduling

Trade and industrial and technical education programs must be of sufficient duration to provide a realistic attempt to develop the necessary employment skills in accordance with the standards of the occupation.

Secondary programs shall contain a minimum of ten hours per week of instruction for a full school year. Fifteen hours per week is recommended. Full-time post-secondary programs shall contain twenty-five to thirty hours of instruction per week.

Courses may be offered in one or more of the common trades, such as--but not limited to--building construction, automotive, machine tool, sheet metal, graphic arts, electrical and any of the newer evolving trade, industrial or technical occupations.

B. Space, Equipment and Teaching Materials

1. Space

There must be provided sufficient space for the organization of the laboratory or shop in a manner consistent with the methods and techniques used by modern industry or the trade, as well as sound educational practices. Space requirements for new program facilities, or renovated facilities, shall be designed accordingly.

Specifically, the following criteria will serve as guidelines:

- a. Number of students to be accommodated
- b. Equipment provided
- c. Work stations provided
- d. The need of insuring student and instructor safety
- e. The need of providing comfort and sanitation
- f. The need of providing adequate storage facilities
- g. The need of meeting building safety codes
- h. Recognized standards of the trade, industrial or technical program being organized shall be used for planning purposes.

2. Equipment

Provision shall be made:

- a. To have equipment available which will be comparable, insofar as practical, to that used in the occupation or trade taught
- b. To maintain equipment in good, usable manner
- c. To have an adequate annual budget for the repair of equipment and for the replacement of equipment which becomes obsolete or for new types of equipment needed.

3. Teaching Materials

Provision shall be made to insure that an adequate supply of materials is available not only for the manipulative activity, but for the related technical and other subject areas to be covered during the total instructional day. These materials include, but are not limited to:

- a. Consumable pupil supplies
- b. Consumable teacher supplies
- c. Programmed instructional materials
- d. Text and reference books
- e. Audiovisual aids and other teaching aids

III. Vocational Industrial Clubs of America (VICA)

While the purpose of the instructional program of trade and industrial and technical education is to give the student the necessary occupational skills to enter the labor market, it must be recognized that any sound program must be considered with the total education of the student. VICA clubs give the student an opportunity to develop his/her fullest potential in citizenship, leadership and character. Therefore, the VICA program should be considered as a fully functional part of the total vocational training program.

The purpose of a student's participation in VICA activities is personal development. This is accomplished in student-initiated civic, educational, professional and social activities supervised by the trade and industrial or technical instructor and administered by public school officials. VICA youth activities also foster a respect for the dignity of work; promote high standards in trade ethics, workmanship, scholarship and safety; and develop patriotism by practicing democracy.

IV. Teacher Certification and Qualifications

A. Experience

A teacher of secondary and post-secondary trade and industrial education, technical education and health occupations shall have had at least 10,000 hours (five years) of work experience or apprenticeship training equal to 10,000 hours in the occupation or combination of occupations related to the specific field in which he/she is to teach. A teacher of other occupations is required to have a minimum of 2,000 hours of experience.

The following criteria will be considered in evaluating occupational work experience for trade and industrial, technical and health occupations education:

1. Each period of work experience must be ten weeks or more of continuous employment with an employer.
2. Experience and teaching experience gained while in the military will be evaluated on an individual basis.
3. Applicants may be certified with less than the minimum work experience upon satisfactory completion of an approved occupational competency test.
4. The applicant must meet state or local licensing standards when required in the occupation in which he seeks certification.
5. Graduates of approved two-year vocational-technical programs may receive 4,000 hours (two years) credit toward the experience requirement.

B. Class 2 Certification

1. A person may be eligible for a Class 2 certificate with an endorsement in a specific trade upon completion of an appropriate teacher education program and a bachelor's degree in trade and industrial or technical education.

2. A teacher with a bachelor's degree in trade and industrial education may substitute for 4,000 hours for the related lab and shop courses required as part of his undergraduate program.

C. Class 4 Vocational Certification

Unless the teacher is certificated with Class 1, 2, or 5, specifically endorsed for vocational subjects, a Class 4 is required for all vocational teachers who teach subjects for which high school credit is given and who teach in post-high schools, vocational-technical schools, community colleges or junior colleges where state certification of the teacher is a requirement for federal or state reimbursement of programs.

The three types of Class 4 certification are as follows:

1. Class 4A

- a. Eligibility for the Class 4B certificate as specified below
- b. Bachelor's degree
- c. This certificate is issued for five years and is renewable on completion of one year of successful teaching experience in the area of endorsement during the five-year period plus the presentation of acceptable evidence of completion of six additional quarter credits in professional course work, in technical study or the equivalent in individual experience as determined in consultation with the teacher's supervisor and/or the Superintendent of Public Instruction.
- d. Upon obtainment of the master's degree, this certificate is renewable on completion of one year of successful teaching experience in the area of endorsement.

2. Class 4B

- a. High school graduate or GED certificate
- b. Work experience requirement is the same as specified above
- c. A program of college work or the equivalent, including the following:

- (1) Fifteen quarter (10 semester) credits of college work in general background courses distributed in at least three of the following fields, selected by the student to strengthen his specialized vocational area:

- English, social studies, humanities, science mathematics

- (2) Completion of the following courses or their equivalents:

- Principles and/or philosophy of vocational-technical education

- Curriculum construction in vocational-technical education

- Instructional materials and devices in vocational-technical education

- Teaching methods of vocational-technical subjects

- Vocational-technical organization and management

- Vocational guidance

- (3) Ten credits or a minimum of 150 clock hours of student teaching. Two years successful teaching experience on a Class 4C (temporary) certificate may be substituted for the student teaching requirement.

- d. This certificate is issued for five years and is renewable on completion of one year of successful teaching experience in the area of endorsement during the five-year period plus the presentation of acceptable evidence of completion of six additional quarter credits in professional course work, in technical study or the equivalent in industrial experience as determined in consultation with the teacher's supervisor and/or the Superintendent of Public Instruction.

3. Class 4C (Temporary)

- a. High school graduate or GED certificate

- b. Experience as required for the Class 4B

- c. Issuance of the Class 4C (temporary) certificate is dependent upon the applicant's signing a Plan of Professional Intent leading to a Class 4B certificate.

- d. The Class 4C (temporary) certificate is issued for five years and is not renewable.

Health Occupations Education GuidelinesI. Scope

The program shall include subjects and activities designed to provide the skills, technical knowledge and related information necessary for successful employment in the health occupations which render supportive services to the health professions or for continuing education in these supportive services or for exploration programs encompassing occupations in the total health care area.

II. Sequence

Programs in health occupations shall be of sufficient duration to provide students with skills and knowledges required at the job-entry level. The ladder concept to health occupation education will be encouraged where appropriate. An exploratory health occupations course, covering the broad range of health-related occupations, may be offered on at least a semester basis to acquaint students with occupational opportunities within the health care area.

III. Requirements

A. Content

The health occupations program shall provide training in skills required of entry-level workers for a specific occupation or for a cluster of related occupations. Laboratory experience and clinical training shall be an integral part of the program. Special consideration should be given to developing programs on a core curriculum basis which includes an integrated foundation of learnings requisite for the education of supportive health personnel.

The exploratory health occupation programs shall be developed to include knowledge of all occupations encompassed in the health care area which will provide a firm basis for decision making for the student. Generalized entry-level skill training common to several of the supportive health occupations may be included in this program.

B. Scheduling and Minimum Time Requirements

1. Secondary Schools

The recommended schedule for secondary schools will be to provide two consecutive class periods daily for one or two years if specific skill training is involved in the program.

The recommended schedule for exploratory programs for secondary schools will be to provide one class period daily for one or two semesters.

Short-term courses may be offered to meet identified needs of students.

2. Post-Secondary Schools

When appropriate, it is suggested that consideration be given to time requirements of state or national approving agencies in planning skill training health occupation programs. Appropriate scheduling of adequate clinical training is required of all skill training programs.

3. Adult Programs

Short-term courses to upgrade skills of employees of health care facilities or entry-level skill training courses for the health occupation area may be offered.

C. Space, Equipment, Maintenance and Teaching Material

1. Space

There shall be appropriate working stations in each class for each student, with adequate space to work without crowding or interference.

2. Equipment

Adequate equipment shall be provided which is of the type students will be using in the actual work situation.

3. Maintenance

All equipment shall be maintained in good workable condition; therefore, provisions must be made for prompt repair or replacement, when necessary.

4. Teaching Materials

Provisions shall be made to insure that an adequate supply of materials is available for classroom and laboratory instruction.

Teaching materials shall be constantly updated to reflect the technological advances within the health care and education areas.

Home Economics Wage Earning Education GuidelinesI. Scope

Home economics wage earning programs are designed to prepare individuals for gainful employment in occupations utilizing home economics skills and knowledge. Some of the occupations for which home economics education can contribute knowledge and skills to train an individual to be a worker in such occupations are:

- A. Food service--training to work in restaurants, cafeterias, hospitals, nursing homes, school cafeterias, fountain service and catering.
- B. Child care service--training to work as an aide in a day-care center, kindergarten, nursery school and Head Start.
- C. Clothing service--training to work as a dressmaker, dressmaker assistant, alterationist, clothing maintenance worker and retail clothing salesperson.
- D. Home and institutional services--training to work as a hospital aide, homemaker's assistant and motel-hotel aide.

II. Sequence

Wage earning classes shall be offered for the length of time necessary to provide trainees with the necessary skills and knowledge required at the job entry level. A specific wage earning course, such as food service, may be offered, or a home economics related occupations (HERO) course may be offered. Work experience, simulated or real, shall be an integral part of the course or program.

III. RequirementsA. Curriculum

- 1. All programs of home economics for wage earning occupations shall be designed in accordance with the occupation in order that an individual may enter the occupation at job entry level.
- 2. Content for all programs shall be derived from an occupational analysis which identifies the job opportunities available, function of the job, responsibilities to be assumed by the worker, course content, criteria for evaluating qualifications of students as effective workers in a particular occupation and understanding of job application, social security, unemployment compensation and other laws affecting employees.

B. Selection of Students

Home economics wage earning programs shall be open to any interested students, male or female. No specific courses will be prerequisite, although it is recommended that students have one or two credits in home economics. Students entering the clothing services cluster should have advanced skills in sewing.

C. Time

The minimum weekly duration of home economics wage earning courses shall correspond with paragraph 312.1 of Standards for Accreditation of Montana Schools.

D. Instructor

1. The instructor shall meet the requirements described in the guidelines for the approval of consumer and homemaking education programs, Part II, C.
2. The instructor of wage earning programs related to home economics shall meet the work experience requirement stated in the Montana State Plan for the Administration of Vocational Education, Part I, B.

E. Facilities and Equipment

1. Space and equipment provided for the regular vocational consumer and homemaking program may also be adequate for the job-oriented programs.
2. Additional equipment and storage will be determined by the needs of the program and number of students to be served.

III. Recommendation

Work in connection with an FHA/HERO chapter as an integral part of the home economics wage earning program is encouraged.

Consumer and Homemaking Education Guidelines

I. Scope

Consumer and homemaking education refers to education designed to help individuals and families improve home environments and the quality of personal and family life, including instruction in food and nutrition, child development, clothing, housing, family relationships and management of resources with emphasis on selection, use and care of goods and services, budgeting and other consumer responsibilities.

The program shall be designed to:

- A. Encourage greater consideration of the social and cultural conditions and needs, especially in depressed areas.
- B. Prepare youth and adults for the role of homemaker or to contribute to their employability in the dual role of homemaker and wage earner.
- C. Include consumer education as an integral part of the program.
- D. Encourage preparation for professional leadership in home economics.

II. Requirements

A. Curriculum and Scheduling

A vocational consumer and homemaking program shall be offered for not less than three years in grades 9 through 12. One of the following options for organizing the program may be selected.

1. A two-year sequential program plus a minimum of two semester courses available to juniors and/or seniors. No prerequisites shall be required for enrollment in semester classes. One or both of these semester classes may be wage earning as it relates to home economics.
2. A one-year comprehensive course shall be followed by a minimum of four semester courses covering the broad scope of consumer and homemaking education. One or two semester classes may be wage earning as it relates to home economics. When a one-year comprehensive course is offered in an accredited junior high school home economics program at the ninth grade level, a minimum of four semester courses shall be offered for grades 10, 11 and 12.
3. A three-year sequential program, Homemaking I, II and III.

B. Time

1. The weekly duration of home economics courses shall correspond with paragraph 312.1 of Standards for Accreditation of Montana Schools.
2. A minimum of five regularly scheduled conference periods during the school week shall be provided for work in relation to program planning, contact with parents and work with individual students.

C. Instructor

1. The instructor shall have a major in home economics education from a college or university approved for the training of vocational home economics teachers.
2. Credit requirements for home economics education majors are as follows and shall be taught in a school or department of home economics:
 - a. Family services--forty (40) percent of the required credits shall be equally distributed between courses related to child development, family life, management (time and money) and consumer education.
 - b. Proficiency skills--forty (40) percent of the required credits shall be equally distributed between courses relating to clothing and textiles, foods and nutrition, housing, furnishings and equipment.
 - c. Professional--twenty (20) percent of the required credits should be related to the strategies and techniques of teaching home economics. Courses included in this area may be adult education, curriculum, seminars, etc.

D. Facilities and Equipment

1. There shall be adequate space and equipment and teaching materials for the effective teaching of all phases of a vocational consumer and homemaking program including space for efficient storage of teaching materials, equipment and supplies.
2. The school administrator and home economics instructor shall set up a budget annually for the equipment, operation and maintenance of the consumer and homemaking department.

III. Recommendations

- A. Work in connection with the Future Homemakers of America (FHA) as an integral part of the consumer and homemaking education program is encouraged.

Cooperative Education Guidelines

I. Scope

Cooperative vocational education programs provide students with on-the-job experience and training and vocational classroom instruction related to their occupational interests. This is accomplished through a cooperative arrangement among the school, employer and students. Students' classroom activities and on-the-job experiences are planned and supervised by the school and the employer to insure that both activities contribute to the students' employability and total education.

II. Sequence

Any student may participate in a cooperative vocational education program who will benefit from such instruction and is able to attain the entry-level skills in the occupation for which he is seeking employment. Training experience and school attendance may be on alternate half days, full days, weeks or other periods of time. Programs may be offered on a semester, full-year and two-year sequence.

III. Requirements

Establishing a cooperative vocational education program.

A. Compliance Standards

1. The occupational needs of the community warrant the training of students.
2. There must be student interest in a cooperative education program and in the occupational offerings available.
3. The employment of a student-learner must not have the effect of displacing a worker employed in the establishment.
4. The facilities of the employer of cooperative education students shall be inspected and approved for adequacy and safety by the teacher-coordinators.
5. The student-learner, during the period of his training experience, shall be under the direct supervision of the designated on-the-job trainer, particularly when the work is in occupations classified as hazardous on machines or processes that are classified as hazardous.
6. Vocational instruction related to the student's occupational objective shall be provided.

7. A qualified teacher-coordinator must be responsible for the program. (See Section 1.33-1 of the State Plan.)
8. An advisory committee, with representatives from labor, management, education and student-learners, must be established for each specific area of training, i.e., distributive, health occupations, trades and industry, wage earning, office and agricultural education.
9. A signed training agreement must be prepared between the participating employer, educational agency and trainee.
10. Students placed in cooperative training stations must be compensated at least at minimum wage standards.
11. Forty (40) cooperative students is the maximum per coordinator.
12. The cooperative coordinator must be provided with coordination time over and above his/her regular preparation period(s). A minimum of one hour of coordination time must be allotted for every twenty (20) cooperative vocational education students.
13. Student placement for the first year of operation should be a minimum of 50% of the students enrolled in a specific cooperative program. Placement in successive years of operation should reach a level of 75-80%.

B. On-the-Job Training Standards

Cooperative vocational education programs providing on-the-job training must comply with all of the following:

1. Are related to existing career opportunities and student-learners are eligible for promotion and advancement.
2. Student-learners do not displace other workers who perform such work.
3. Student-learners are employed in conformity with all federal, state and local labor laws and regulations.

C. Local educational agencies with approved cooperative programs will be required to provide for continuous supervision and evaluation of on-the-job training programs and for follow-up of the students through the use of an advisory committee. An evaluation will need to be made by each program involving the advisory committee and the coordinator to determine the degree to which student needs have been met, the employability of the graduates and student selection techniques.

Disadvantaged or Handicapped Program Guidelines

I. Scope

A. Disadvantaged

See Part I, Section 3.12 of the Montana State Plan for the Administration of Vocational Education.

B. Handicapped

See Part I, Section 3.13 of the Montana State Plan for the Administration of Vocational Education.

II. Sequence

Programs for disadvantaged persons may be operated on a one-month to three-year sequence, keeping in mind the individual student's occupational needs and his employability upon completion of the program.

III. Requirements

A. Program and Scheduling

1. Content

The following list provides some examples of the types of services that may be funded under the Vocational Education Amendments of 1968.

Advisory/coordinating committees--required to help formulate programs, to act as liaison between school and community and to support legislation. The following items of cost are allowable:

--Formation and servicing of the advisory committee for the disadvantaged and the advisory committee for the handicapped

--Formation of and participation in state and local coordinating committees, including clerical help, travel expenses and salaries of faculty members to attend meetings

Survey/evaluations--conducted by staff members or under contract, including:

--Identification of disadvantaged or handicapped population and the geographical areas in which they are concentrated

- Assessment of employment opportunities for disadvantaged/handicapped youth and adults
- Assessment of effectiveness of methods, materials, equipment and techniques used in providing vocational education programs for disadvantaged/handicapped persons
- Identification of other agencies, organizations or individuals concerned with the disadvantaged/handicapped and the extent to which they provide vocational education

Recruitment/promotional activities--designed to reach disadvantaged/handicapped persons and potential employers and to develop community participation and support, including:

- Advertising through newspaper, television and radio
- Announcements through posters, flyers, brochures and other visual media
- Speaking engagements with community groups, including local chapters of social welfare organizations

Identification of disadvantaged and handicapped--needed to identify and classify specific problems of individual student, including:

- Counseling services for students and/or their families (pay for time over regular duties can be provided)
- Preparation of diagnostic and evaluation tools
- Education testing to determine academic level, interest and abilities
- Vocational or work evaluation

Staff development--required to prepare teachers to work with disadvantaged/handicapped students, including:

- Teacher training programs, including preservice and inservice training
- Travel costs and salaries of faculty members who attend seminars, conferences, workshops and special institutes

Modifications of schedules--needed to provide additional time for faculty to assist students identified as disadvantaged/handicapped. Additional faculty time and related expenses may be required when any of the following situations occur:

- Extension of school day, week or year
- Addition of another semester
- Instruction on an individual basis
- Flexible scheduling of students to permit entry into and exit from programs as appropriate with progress

Modifications of curriculums--required to enable individual students to continue in regular vocational education program by assisting them to compensate for their disadvantage or handicaps, including:

- Allocation of additional time to develop skills
- Specially designed workbooks or textbooks
- Analysis of tasks within occupations to identify possible modifications in instruction, equipment or methods

Development of curriculums--required to provide students with a specially designed program to suit their individual needs, including:

- Research, experimental and demonstration projects
- Contracts with consultants, specialists or teachers
- Salaries of teaching staff and curriculum specialists
- Individualized learning packages
- Orientation programs to develop social skills, attitudes and consumer education
- Orientation programs to observe various occupations
- Special supplies and instructional materials

Modification of equipment for the handicapped

- For the visually handicapped:
 - Instruction in Braille
 - Large-print materials
 - Signals keyed to hearing rather than sight
 - Special safety devices, such as guardrails around moving parts of a machine
 - For the deaf and hard of hearing:
 - Printed rather than verbal instructions
 - Signals keyed to sight rather than hearing
 - Sound-amplification devices
 - For the orthopedically handicapped:
 - Adaptations of regular equipment, such as hand controls, added to machines usually operated by foot controls
 - Special desks and worktables for students in wheel-chairs
 - Ramps for students who cannot use stairs
 - For the mentally retarded:
 - Simplified equipment
 - Simplified instruction guides and manuals
 - For those with cardiac and other physical impairments:
 - Additional facilities for restrooms
 - Handrails in washrooms and in corridors
- Supplemental educational services--designed to assist students in regular or special vocational programs, including:*
- Psychological services to test, diagnose and evaluate emotional and mental problems
 - Guidance and counseling services, including referral and follow-up services
 - Job placement services, including job finding and employment follow-up
 - Tutorial services
 - Transportation services, in addition to those provided regular students

*Some of these supplemental services are available for handicapped persons through various other public agencies. These sources should be used whenever possible.

--Family counseling services related to vocational education program of student

--Special services for the disadvantaged, such as bilingual instruction and bicultural orientation

--Special services for the handicapped, such as reader services for the visually handicapped, interpreter services for the deaf, guide services to assist the physically handicapped

Facilities--required for reaching and teaching disadvantaged/handicapped students, including:

--Purchase/rental and operation of mobile units to serve as classrooms, diagnostic centers or counseling and guidance units

--Rental of nonpublic space to serve as classrooms in locations more accessible to the students

--Contracts with private nonprofit schools which can provide programs and services which are not available in the public schools

Cooperation with business community--required to enlist support of goals of vocational education for the disadvantaged and handicapped through job offers, teacher training and upgrading of skills. The following costs are allowable:

--Additional staff to coordinate, supervise and guide work-experience or work-study programs

--Arrangements for summer jobs in private business firms for teachers to update their knowledge and skills

B. Characteristics of the disadvantaged and handicapped and their effects

See Appendices VII, VIII and IX.

IV. Application Procedures

See Part I, Section 4.0.

V. Teacher Certification and Requirements

See Part I, Section 1.3.

Exemplary Education GuidelinesI. Scope

Funds may be used for making grants or contracts to develop, establish and operate exemplary and innovative occupational vocational education programs or projects which are designed to serve as models for use in vocational education programs.

The purposes of the program will be to stimulate new ways to create a bridge between school and earning a living for young people who are still in school, who have left school--either by graduation or by dropping out--or who are in post-secondary programs of vocational preparation and to promote cooperation between public education and manpower agencies.

II. Sequence

Programs designed to broaden occupational aspirations and opportunities for youth, with special emphasis given to youth who have academic, socioeconomic or other handicaps, may, among others, include:

- A. Those designed to familiarize elementary and secondary school students with the broad range of occupations for which special skills are required and the opportunities for careers in such occupations.
- B. Programs or projects for students providing educational vocational experiences through work during the school year or in the summer.
- C. Programs or projects for intensive career guidance and counseling during the school years and for initial job placement.
- D. Programs or projects designed to broaden or improve vocational education curricula.
- E. Exchanges of personnel between schools and other agencies, institutions or organizations participating in activities to achieve the purposes of this part, including manpower agencies and industry.
- F. Programs or projects for young workers released from their jobs on a part-time basis for the purpose of increasing their educational attainment.
- G. Programs or projects at the secondary level to motivate and provide pre-professional preparation for potential teachers for vocational education.

III. Requirements

See Part I, Section 6.0.

Work-Study Guidelines

I. Submittal of Application

Local educational agencies, vocational-technical centers and community colleges may apply for approval of work-study programs.

II. Review of Applications

The director of Vocational Skills or other staff member designated by the director will review the applications and approve work-study programs using the following priorities:

- A. Those schools located in a high dropout and depressed area as identified in the State Plan.
- B. Those schools located in a high dropout area as identified by the State Plan.
- C. Those schools located in a depressed area as identified by the State Plan.
- D. None of the above categories.

III. Action on Application

A. Approval

A letter of approval shall be issued to the local educational agency.

B. Disapproval

A letter shall be sent to the local educational agency involved stating the reasons for disapproval.

State of Montana
Office of the Superintendent
of Public Instruction
Dolores Colburg, Superintendent
Helena 59601

FORMS AND GUIDELINES
FOR SUBMITTING LOCAL
VOCATIONAL EDUCATION PROGRAMS

To be eligible for vocational education funds, each local educational agency must prepare and present to the Board for Public Education, a plan for vocational education programs. Please utilize the "Procedure for Submitting Local Vocational Education Projects", F4619, in preparing your applications. All applications, except as noted, are due in our office by April 7, 1975.

<u>Form No.</u>	<u>Title</u>	<u>Directions</u>
F3025	Local Plan for Vocational Education	Submit for participation in funded vocational education projects.
F1701	Project Proposal for Vocational Education Program	Submit for each regular and cooperative vocational education project.
F1703	Authorization of Vocational Education Personnel	Submit for vocational education personnel (and teacher aides) not previously approved. May be submitted with project proposals or within two weeks after start of the program.
F1704	Instructional Schedule and Enrollment Report	Submit for vocational education personnel (and teacher aides). Forms will be mailed to schools in the fall.
In addition to the above the following applications must be completed for special programs.		
*F1706	Proposal for Exemplary Vocational Education Program	Submit for each exemplary project. May be submitted at a later date with the state director's prior written approval.
F1707	Proposal for Cooperative Vocational Education Program	Submit, with applicable F1701, for each cooperative project.
F3023	Proposal for Vocational Work-Study Program	Submit for vocational work-study program at any time during the fiscal year.
*F4997	Proposal for Special Needs (Disadvantaged or Handicapped) Vocational Education Program	Submit for each special needs (disadvantaged or handicapped) program. May be submitted at a later date with the state director's prior written approval.
*F4993	Supplementary Vocational Education Project Proposal	Submit when applying for supplementary project funds.

Refer to the following material in completing vocational education applications.

F4619	Procedure for Submitting Local Vocational Education Projects for Fiscal Year 1976	Submission procedures for all project applications.
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*Application forms for these projects must be requested from the state office.

F3027	Definitions of Vocational Education Terms	Explanations of vocational education terms.
F3020	Vocational Work-Study Programs	Guidelines for conducting vocational work-study programs.
F4994	Criteria for the Approval of Supplementary Vocational Education Project Applications	Selection procedures.
F498	Accounting Codes for Vocational Education Programs Other than Post-Secondary Vocational-Technical Education Center Programs	Explanations of budgeting and accounting codes. For use with exemplary, cooperative, special needs and supplementary proposals.

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	LOCAL PLAN FOR VOCATIONAL EDUCATION Fiscal Year 1976 Due: April 7, 1975
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Directions:

1. It is suggested that the principal and vocational education staff of each school, under the general direction of the district superintendent or chief administrative officer and with the advice of a local advisory council, develop this plan for vocational education.
2. After approval by the local board of trustees, the district superintendent or chief administrative officer submit two copies to the Director, Vocational Skills, Office of the Superintendent of Public Instruction, Helena 59601. One copy will be returned with action noted.

Dist. No.	<input type="checkbox"/> Elementary <input type="checkbox"/> High School	County	City	ZIP Code	School
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This plan covers the following vocational education projects (check appropriate items). See Definitions of Vocational Education Terms (P3027).

Course Code	Vocational Education Projects	Level					Vocational Education Special Projects	Level				
		E	S	PS	A			E	S	PS	A	
01.	Agriculture						Exemplary					
04.	Distributive						Prevocational					
07.	Health Occupations						Post-Secondary Preparatory					
09.01	Consumer-Homemaking						Remedial (Basic Education)					
09.02	Home Economics Wage Earning						Vocational Work-Study					
14.	Business and Office						Handicapped					
16.	Technical						Disadvantaged					
17.	Trade and Industrial						Cooperative (Part C)					

GENERAL INFORMATION. Submit a narrative covering all vocational education areas, using the following outline.

1. DESCRIBE YOUR SCHOOL'S FIVE-YEAR (1976-81) PROJECTED PLAN FOR VOCATIONAL EDUCATION.

A. LONG-RANGE GOALS

1. Long-range goals for students at all grade levels (elementary, secondary, post-secondary and adult).
2. Long-range goals for students from special target population groups.

B. PROGRAM PROJECTIONS

1. Modification and revision in curriculums, course offerings, facilities, equipment and staffing.
2. Projected school enrollment by levels (elementary, secondary, post-secondary and adult).
3. Projected student enrollment in all vocational education classes.

C. EVALUATION

1. Describe the methods and procedures of evaluation you will employ which will assure that the overall program meets student needs and community and area employment demands, such as employer evaluation, student evaluation, labor market demands and advisory council evaluations. Each school must participate in the Montana Vocational Education Information System.

2. Describe progress made to date on previous five-year plan.

D. VOCATIONAL GUIDANCE

1. Describe provisions to assure adequate vocational guidance, such as procedures for selecting, testing, placement services, job referral, follow-up, etc.

II. ASSISTANCE UTILIZED IN DEVELOPING, PLANNING AND EVALUATING LOCAL PLAN FOR VOCATIONAL EDUCATION

A. ADVISORY COUNCIL

1. List members by name and occupation. (Members of the local board of trustees shall not serve on the advisory council.)
2. Describe how advisory council is used to assist the school in determining program needs and directions.

B. OTHER GROUPS

1. Describe how other groups are used to assist the school in determining program needs and directions. (Other groups may include government agencies, such as Employment Security Division, business and industry, students, guidance personnel, vocational education staff, board of trustees, administration, vocationally-related community organizations and Office of the Superintendent of Public Instruction.)

The attached descriptions of proposed projects and estimated budgets are a request for assistance from funds available under the Vocational Education Amendments of 1968 (P.L. 90-576). This application is consistent with the purposes of the Act, complies with its provisions and is true and complete to the best of my knowledge and belief. The Assurance of Compliance with Title VI of the Civil Rights Act applies to the application submitted herewith.

Signed:

Signed:

Administrative Officer

Date

Chairman, Board of Trustees

Date

State of Montana
Office of the Superintendent
of Public Instruction
Dolores Colburg, Superintendent
Helena 59601

PROJECT PROPOSAL FOR
VOCATIONAL EDUCATION PROGRAM

Due: April 7, 1975

Directions:

1. Relate each project proposal directly to your Local Plan for Vocational Education (F3025).
2. Submit a separate project proposal for each occupational title or related group of titles for each instructional level--elementary, secondary, post-secondary and adult.
3. Involve appropriate instructors in developing this project proposal.
4. District superintendent or chief administrative officer submit two copies to the Director, Vocational Skills, Office of the Superintendent of Public Instruction, Helena 59601. One copy will be returned with action noted.

Dist. No.	<input type="checkbox"/> Elementary <input type="checkbox"/> High School	County	City	ZIP Code	School
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1. TYPE OF PROJECT See Definitions of Vocational Education Terms (F3027).

- | | | |
|--|--|---|
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Home Economics Wage Earning | <input type="checkbox"/> Prevocational |
| <input type="checkbox"/> Distributive | <input type="checkbox"/> Business and Office | <input type="checkbox"/> Post-Secondary Preparatory |
| <input type="checkbox"/> Health Occupations | <input type="checkbox"/> Technical | <input type="checkbox"/> Cooperative |
| <input type="checkbox"/> Consumer-Homemaking | <input type="checkbox"/> Trade and Industrial | |

11. LEVEL OF PROJECT ☐ Elementary ☐ Secondary ☐ Post-Secondary ☐ Adult

111. INSTRUCTOR(S)

Name of Instructor(s)

Total 1975-76
Contract Salary

_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

(Attach additional sheet if necessary.)

Grand Total

\$ _____

IV. GENERAL INFORMATION (Use the following outline in writing a narrative to communicate the purpose and describe the operation of the program.)

- A. Estimated number of students to receive training. What percent is this of your total high school enrollment?
- B. Location, description and adequacy of facilities to be utilized for this program. Describe plans to update, expand or modify facilities and equipment.
- C. List advisory council for this program, by name and occupation, if it is different from the total vocational advisory council listed on the Local Plan for Vocational Education (F3025). Describe plans for utilizing advisory council for this project.

Program description.

1. List occupations for which training will be given.
2. Provide topic outline(s) of teaching units for each class in your department. List by class title and duration, 9 weeks, 18 weeks, 36 weeks and the number of hours per week spent in class. Program objectives must be part of this outline.
 - a. Business and Office only: Submit proposal only for capstone courses (Office Practice I or II, simulated office, model office, or other advanced integrated skills course).
 - b. Agriculture only: Describe provisions for extended employment--length of summer program, contract provisions.
3. Indicate if classes are the same as were offered during the 1974-75 school year. If they are not, please explain.
4. Consumer-Homemaking only:
 - a. Describe how your curriculum meets economic or sociocultural conditions in your community.
 - b. Describe how consumer education is an integral and significant part of your homemaking program.

E. Describe the plan for involving students from private nonprofit schools.

V. AUTHORIZATION

Signed: _____ Date: _____
 Administrative Officer

_____ Date: _____
 Program Instructor

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	AUTHORIZATION OF VOCATIONAL EDUCATION PERSONNEL Due: Two weeks after start of program	
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Directions:

1. Submit only for personnel not previously approved.
2. District superintendent or chief administrative officer submit one copy to the Director, Vocational Skills, Office of the Superintendent of Public Instruction, Helena 59601.

Name of Applicant: _____ Date: _____

 School: _____ City: _____ ZIP
 Code: _____

Vocational Education Program(s): _____

Class of teaching certificate presently held: _____ Endorsements: _____

Professional courses completed such as: (philosophy of-, teaching methods of-, adult methods of-, curriculum construction in- and instructional materials in vocational education, and administration of and/or coordinating practices in cooperative vocational education)

Courses		Name of Course	Quarter Credits	Institution
Dept.	Number			

Related occupational experience (other than teaching):

Name and Address of Employer	Dates of Employment		Part- Time	Full- Time	Title of Position and Nature of Duties
	From	To			

Signed: _____

Verified by: _____

Applicant _____

Administrative Officer _____

For Office of the Superintendent of Public Instruction use only:

Approval: _____ Date: _____

Provisions: _____ Signed: _____

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	INSTRUCTIONAL SCHEDULE AND ENROLLMENT REPORT Due: Two weeks after start of program	Assigned Project Number
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Directions:

- District superintendent or chief administrative officer submit one copy to the Director, Vocational Skills, Office of the Superintendent of Public Instruction, Helena 59601 for each professional person or teacher aide in a reimbursed vocational education class.
- When class and enrollment changes at semester or quarters, submit updated F1704.

Dist. No.	<input type="checkbox"/> Elementary <input type="checkbox"/> High School	County	City	ZIP Code	School
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1. TYPE OF PROJECT See Definitions of Vocational Education Terms (F3027)

Course Code	Vocational Education Projects	Level					Vocational Education Special Projects	Level				
		E	S	PS	A	E		S	PS	A		
01.	Agriculture						Exemplary					
04.	Distributive						Prevocational					
07.	Health Occupations						Post-Secondary Preparatory					
09.01	Consumer-Homemaking						Remedial (Basic Education)					
09.02	Home Economics Wage Earning						Vocational Work-Study					
14.	Business and Office						Handicapped					
16.	Technical						Disadvantaged					
17.	Trade and Industrial						Cooperative (Part C)					

- DATE PROGRAM STARTS _____ DATE PROGRAM ENDS _____
- KIND OF INSTRUCTION ☐ Preparatory ☐ Supplementary ☐ Post-Secondary ☐ Adult
- SCHEDULE (Please complete this schedule for entire day. Must correspond with outline submitted on Project Proposal for Vocational Education Program (F1704). Indicate coordination time for cooperative projects.)

	Time		Class Title	Duration (9 18, 36 weeks)	No. Enrolled		Grade Level	No. Special Needs Students*	Days						
	From	To			M	F			M	T	W	T	F	S	
1															
2															
3															
4															
5															
6															
7															
8															

If an adult class, indicate total number of hours to be taught _____

5. PERSONNEL INFORMATION

Name _____ Total Contract Salary \$ _____
 Total Travel Budget \$ _____ Total Extended Employment Salary, if not included in Total Contract Salary \$ _____
 No. Weeks Extended Employment _____

Signed: _____ Date: _____
 Administrative Officer

*Special needs students are those who require specially designed educational programs or services to succeed in regular vocational education programs.

State of Montana Office of the Superintendent of Public Instruction Belores Golburg, Superintendent Helena 59601	PROPOSAL FOR SPECIAL NEEDS VOCATIONAL EDUCATION PROGRAM	
Due: April 7, 1975		

Directions:

1. District superintendent or chief administrative officer submit two copies to the Director, Vocational Skills, Office of the Superintendent of Public Instruction, Helena 59601. One copy will be returned with action noted.
2. Submit this cover page, with the narrative and budget (using budget form provided) as outlined in Section III - Proposal.
3. Submit Tables 1 and 2 two weeks after the project is implemented.
4. Submit Tables 3 and 4 with final reimbursement claim for the project.

Dist. No.	<input type="checkbox"/> Elementary <input type="checkbox"/> High School <input type="checkbox"/> Other	County	City	ZIP Code	School
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Table of ContentsI. Introduction

- A. Definition of Disadvantaged
- B. Definition of Handicapped
- C. Attributes of a Regular Vocational Education Program

II. Guidelines

- A. Specific Requirements for Eligibility
- B. Implementing Services and Programs
- C. Classification System for the Disadvantaged
- D. Classification System for the Handicapped
- E. Preparation of Proposal
- F. Participation of Students Enrolled in Private Nonprofit Schools
- G. Evaluation of Special Needs Program

III. Proposal (Begin each major division [A,B,C,D] on a separate page.)

- A. Title Page
- B. Fly Leaf
- C. One-Page Abstract
- D. Body of the Proposal
- E. Estimated Budget
- F. Tables

IV. Applicant Check List

- A. Educational Significance
- B. Plan of Operation
- C. Personnel and Facilities
- D. Economic Efficiency

Authorization

The attached application is a request for assistance from funds available under the Vocational Education Amendments of 1968 (Public Law 90-576). This application is true and complete to the best of my knowledge and belief.

Signed: _____ Date: _____
 Administrative Officer

_____ Date: _____
 Chairman, Board of Trustees

_____ Date: _____
 Project Director

I. INTRODUCTION

One of the objectives of the Vocational Education Amendments of 1968 is to assist states to provide meaningful vocational education to individuals whose handicaps would prevent them from succeeding in a regular vocational education program. To this end, this law requires at least 10 percent of the basic state grants be set aside for the physically, mentally or emotionally handicapped and 15 percent for the academically and socioeconomically disadvantaged.

Commingled with the individual and national economic considerations that underlie the act are the Federal government's social objectives, including an end to the cycle of poverty and the maintenance of human dignity through productive employment.

The 1968 Amendments present an unlimited challenge for states and their school districts to provide special programs and services to ensure vocational education success for the disadvantaged and handicapped. If practical plans to meet this challenge are to be developed, certain minimum information is essential. For example, data on numbers of persons served, classified by type of disadvantage or handicap, are needed to permit evaluation and analysis of expenditure of funds in relation to effectiveness of programs. Such information is also needed to assist in future planning for vocational education funds granted to the states.

To date, the states have been responsive to requests of the U. S. Office of Education for data. The annual reports are generally consistent with the guidance provided by the 1970 issue of SURGE.^{1/} SURGE was primarily aimed at providing methods of implementing programs and services rather than providing a means to identify and classify the disadvantaged and handicapped. The states were to develop their own identification and classification systems. As a result, data on the disadvantaged and handicapped are not readily comparable among the states. These guidelines are intended, therefore, to aid the development of identification and classification systems for use by the states. Such a system will ensure comparability in planning, implementing and evaluating programs and services.

A. DEFINITION OF DISADVANTAGED

"Disadvantaged persons" means persons who have academic, socioeconomic or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps and who, for that reason, require specially designed educational programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons (as defined below) unless such persons also suffer from the handicaps described in this paragraph.

^{1/} Suggested Utilization of Resources and Guide for Expenditures, Bureau of Adult, Vocational and Technical Education, U. S. Office of Education, February 1970.

B. DEFINITION OF HANDICAPPED

"Handicapped persons" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program.

C. ATTRIBUTES OF A REGULAR VOCATIONAL EDUCATION PROGRAM

The wording of the Vocational Education Amendments of 1968 has made it necessary for the U. S. Office of Education to establish a working statement for the term "regular vocational education program". One or more of the following attributes may apply to the requirements in identifying a regular vocational education program:

1. A regular vocational education program is one that meets established standards within the rules and regulations of the Board of Public Education which has the responsibility for administering all vocational education.
2. A regular vocational education program has an established rate of progress which is expected of all students. The objectives of the program are identified in terms of specific occupational skills; completion of the program usually depends upon the ability of the student to reach the program objectives within the specific period of time allotted.
3. A regular vocational education program usually has requirements, such as a specific grade level of reading ability and of computational knowledge and skills and the physical ability to use standard facilities and equipment.

11. GUIDELINES

A. SPECIFIC REQUIREMENTS FOR ELIGIBILITY

The 1968 Amendments are restrictive in specifying eligibility for the disadvantaged or handicapped to avoid dissipation or commingling of earmarked funds in regular vocational education programs. However, once a person is identified as needing special help to succeed, the form or type of vocational education actions authorized to overcome the disadvantage or handicap is essentially unrestricted. Requirements of the statute specify (1) that the inability to succeed in a regular vocational program be the basis for identifying the disadvantaged and handicapped; (2) that individuals, not groups, be so identified; and (3) that the inability to succeed be the result of a handicapping condition rather than the cause of this condition. These requirements are discussed more fully in the following paragraphs.

1. Inability to Succeed in Regular Program

The basic criterion for receiving special services or a program modification is the inability to succeed in a regular program without special assistance. It is intended that special assistance be provided to those persons who have disadvantages or handicaps which prevent them from succeeding in a regular program designed for the "normal" or "average" person. Under this criterion, a person would not be identified as disadvantaged because of poverty, neglect, delinquency, race, or any other general situation. Similarly, a person would not be identified as handicapped unless his physical or mental handicap prevents him from succeeding in a regular program designed for persons without such handicaps. If a person is succeeding or can be expected to succeed in a vocational education program without special assistance, he should not be identified as disadvantaged or handicapped.

Measurement of success or probability of success is not simple. The legislation and the regulations of the 1968 Amendments provide that the success criteria be determined by the states to allow maximum flexibility in determining who should qualify for these programs. This recognizes that measurement of "success" or "inability to succeed" varies among states, among programs and courses within states and among levels of instruction.

Some of the more commonly used criteria for measuring inability to succeed include the individual's being overage for the grade in which he is placed, making less academic progress and scoring less well on standard tests than is expected for his age group. Many states have classified anyone who has dropped out of school before completing an educational program as disadvantaged. This classification assumes that some dropouts lack adequate educational background to perform successfully in the vocational education program.

All these criteria--age in grade, test scores, academic performance, etc.--are acceptable indicators of ability or inability to succeed. The intent of the statute is to provide ready access to vocational training or retraining for "persons of all ages in all communities". Each student should be given support and assistance to develop his abilities to the fullest.

In summary, the identification of an individual as disadvantaged or handicapped is to be based on two conditions; (1) the person is not succeeding or cannot be expected to succeed in a regular program, and (2) the person's disability is a contributing factor to his lack of success.

2. Individuals, Not Groups

The statute is specifically directed to individuals. The statute is not directed to any person or group outside the vocational education inability-to-succeed context, no matter how apparent are the group's common characteristics.

Similarly, residence in a target area, such as a ghetto or an economically depressed area, is not sufficient grounds for classifying a person as disadvantaged for purposes of the statute. Residence in a target area may be, and very likely is, at least a contributing cause to the person's being disadvantaged. However, the "scatter-gun" approach of classifying persons as disadvantaged primarily by their accident of residence in a low-income target area is inconsistent with the precise purpose of providing meaningful vocational education to all disadvantaged individuals.

Target areas may be identified only for administrative purposes because the most efficient expenditure of money for the disadvantaged and handicapped is more likely to occur in such areas. These areas usually contain a high number of disadvantaged and handicapped persons and, from cost-benefit perspectives, programs may be formulated to benefit more people at lower per capita cost than in nontarget areas. However, the statute is not concerned with demographic concentrations and ease of administration. On the contrary, the statute makes special provisions that individual cases within these areas should receive special help, both administratively and professionally, to ensure successful completion of a vocational education program.

3. Cause and Effect

Disadvantaged persons, as defined, includes persons whose needs for specially designed educational programs and services result from poverty, neglect, delinquency, etc. The phrase "result from" may be paraphrased as "are caused by".

Many persons successfully complete vocational education programs even though they are poor, neglected, linguistically isolated, or are members of a minority group. Many are motivated to success in education because of their poverty and as a means of escaping from poverty. To identify the cause of a disadvantage may place an unnecessary, unusual and perhaps impossible burden on the teachers who must make the identification. This is particularly true for such causes of disadvantage as poverty, neglect and cultural isolation when a student is succeeding in vocational education despite such impediments.

Therefore, special programs and other forms of assistance to the disadvantaged may not be formulated on the sole basis that a person is black, Spanish, poor, a migrant, or for any other cause. Rather, services and remedial action must be designed or modified to overcome specific effects, such as academic deficiencies or motivational problems as identified by the teacher or counselor. For example, special tutorial help may be required to overcome a handicap to successful vocational education created by the fact that a student is not competent in English (the effect recognized by a teacher) because it is not the language spoken in the home (the cause). Vocational education funds are available for English language assistance to the student to remedy the effect, but the same funds would not be available to remedy the cause; that is, to provide supplementary English language instruction to all members in the home unless they were all enrolled in vocational education programs and needed the special assistance to complete the programs successfully.

It is recognized that treatment of specific effects frequently requires knowledge of their causes. Where appropriate, causes may, therefore, be identified, but only to the degree that such knowledge helps the individual. The specific objective of the provisions under the statute is to ensure vocational education success to all; other statutes and other funds are concerned with broader social obligations.

In summary, identification of the disadvantaged and handicapped must confirm that individuals so identified are not succeeding or cannot be expected to succeed in a vocational education program without assistance. Knowledge of the reasons or causes for the situation are relevant only to assist the person in overcoming the effect. Remedial actions or programs should be designed to treat the effects caused by a disadvantage.

B. IMPLEMENTING SERVICES AND PROGRAMS

The general principle for funding services and programs for the disadvantaged and handicapped is that "persons of all ages in all communities" should have ready access to vocational training or retraining. Support and assistance should be provided as necessary to develop abilities of students and to enable them to achieve success in the vocational education program of their choice.

Whenever possible, persons identified as disadvantaged or handicapped should be integrated into the regular vocational education programs. Ancillary or supportive services needed to help a person succeed in these programs may be provided by Federal vocational education funds or by other cooperating agencies or organizations. Separate or modified vocational education programs for the disadvantaged or handicapped should be set up only when they are in the best interest of the students.

1. Uses of Federal Funds for Vocational Education

The Vocational Education Amendments of 1968 stipulate the use of Federal funds for the purpose of assisting the disadvantaged and the handicapped to succeed in vocational education programs.

The law provides that set-aside Federal funds shall be expended to assist the disadvantaged and the handicapped to succeed in a vocational education program. These expenditures are separate from and do not include basic grant funds expended for a regular vocational education program. Only services over and above those provided in regular programs can be considered special services and may be paid for out of set-aside funds. For purposes of this accounting, the definition of disadvantaged and handicapped shall be the sole basis for identifying individuals.

If the school (or place of study) is used exclusively by students who have been identified or diagnosed as having a need for specialized staff, special educational materials or equipment and supportive services to succeed in the regular vocational education program, the total school program may be funded from the disadvantaged and/or handicapped set-aside funds.

Certain expenditures for the disadvantaged and/or handicapped may not be spent from the vocational education set-aside funds. For example, funds for the disadvantaged may not be spent to provide regular vocational education services and/or programs in economically depressed communities which did not have such programs available prior to the enactment of the Vocational Education Amendments of 1968. Similarly, food, lodging, medical and dental services, while necessary for the well-being of individuals, are not allowable expenditures of Federal vocational education funds.

2. Types of Services That May be Provided

The following list provides some examples of the types of services that may be funded under the 1968 Amendments.

- Advisory/coordinating committees--required to help formulate programs, to act as liaison between school and community and to support legislation. Allowable costs include:
 - Formation and servicing of the advisory committee for the disadvantaged and the advisory committee for the handicapped
 - Formation of and participation in state and local coordinating committees, including clerical help, travel expenses and salaries of faculty members who attend meetings
- Survey/evaluations--conducted by staff members or under contract, including:
 - Identification of disadvantaged or handicapped population and the geographical areas in which they are concentrated
 - Assessment of employment opportunities for disadvantaged/handicapped youth and adults
 - Assessment of effectiveness of methods, materials, equipment and techniques used in providing vocational education programs for disadvantaged/handicapped persons
 - Identification of other agencies, organizations or individuals concerned with the disadvantaged/handicapped and the extent to which they provide vocational education
- Recruitment/promotional activities--designed to reach disadvantaged/handicapped persons and potential employers and to develop community participation and support, including:
 - Advertising through newspaper, television and radio
 - Announcements through posters, flyers, brochures and other visual media
 - Speaking engagements with community groups, including local chapters of social welfare organizations

- Identification of disadvantaged and handicapped--needed to identify and classify specific problems of individual student, including:
 - Counseling services for students and/or their families (pay for time over regular duties can be provided)
 - Preparation of diagnostic and evaluation tools
 - Education testing to determine academic level, interest and abilities
 - Vocational or work evaluation
- Staff development--required to prepare teachers to work with disadvantaged/handicapped students, including:
 - Teacher training programs, including preservice and inservice training
 - Travel costs and salaries of faculty members who attend seminars, conferences, workshops and special institutes
- Modifications of schedules--needed to provide additional time for faculty to assist students identified as disadvantaged/handicapped. Additional faculty time and related expenses may be required when any of the following situations occur:
 - Extension of school day, week or year
 - Addition of another semester
 - Instruction on an individual basis
 - Flexible scheduling of students to permit entry into and exit from programs as appropriate with progress
- Modifications of curriculums--required to enable individual students to continue in regular vocational education program by assisting them to compensate for their disadvantage or handicaps, including:
 - Allocation of additional time to develop skills
 - Specially designed workbooks or textbooks
 - Analysis of tasks within occupations to identify possible modifications in instruction, equipment or methods
- Development of curriculums--required to provide students with a specially designed program to suit their individual needs, including:
 - Research, experimental and demonstration projects
 - Contracts with consultants, specialists or teachers

- Salaries of teaching staff and curriculum specialists
- Individualized learning packages
- Orientation programs to develop social skills, attitudes and consumer education
- Orientation programs to observe various occupations
- Special supplies and instructional materials
- Modification of equipment for the handicapped
 - For the visually handicapped:
 - Instruction in Braille
 - Large-print materials
 - Signals keyed to hearing rather than sight
 - Special safety devices, such as guardrails around moving parts of a machine
 - For the deaf and hard of hearing:
 - Printed rather than verbal instructions
 - Signals keyed to sight rather than hearing
 - Sound-amplification devices
 - For the orthopedically handicapped:
 - Adaptations of regular equipment, such as hand controls added to machines usually operated by foot controls
 - Special desks and worktables for students in wheelchairs
 - Ramps for students who cannot use stairs
 - For the mentally retarded:
 - Simplified equipment
 - Simplified instruction guides and manuals
 - For those with cardiac and other physical impairments:
 - Additional facilities for restrooms
 - Handrails in washrooms and in corridors
- Supplemental educational services--designed to assist students in regular or special vocational programs, including:^{2/}
 - Psychological services to test, diagnose and evaluate emotional and mental problems
 - Guidance and counseling services, including referral and follow-up services
 - Job placement services, including job finding and employment follow-up

^{2/} Some of these supplemental services are available for handicapped persons through various other public agencies. These sources should be used whenever possible.

- Tutorial services
- Transportation services, in addition to those provided regular students
- Family counseling services related to vocational education program of student
- Special services for the disadvantaged, such as bilingual instruction and bicultural orientation
- Special services for the handicapped, such as reader services for the visually handicapped, interpreter services for the deaf, guide services to assist the physically handicapped
- Facilities--required for reaching and teaching disadvantaged/handicapped students, including:
 - Purchase/rental and operation of mobile units to serve as classrooms, diagnostic centers or counseling and guidance units
 - Rental of nonpublic space to serve as classrooms in locations more accessible to the students
 - Contracts with private nonprofit schools which can provide programs and services which are not available in the public schools
- Cooperation with business community--required to enlist support of goals of vocational education for the disadvantaged and handicapped through job offers, teacher training and upgrading of skills. The following costs are allowable:
 - Additional staff to coordinate, supervise and guide work-experience or work-study programs
 - Arrangements for summer jobs in private business firms for teachers to update their knowledge and skills

3. Cooperation With Other Agencies and Organizations

Some services and programs for the disadvantaged and handicapped may be available through other Federal, state or local public and private organizations. Federal legislation specially requires that the state provide cooperative arrangements with the public employment service system; with state agencies responsible for the education of the handicapped; with other agencies, organizations and institutions; and with other states. Because of limitations of funds, resources and qualified staff, the most economic and efficient means of overcoming disadvantaged and handicapped conditions is through the cooperative efforts of all agencies involved.

The restrictions placed by Federal legislation on the use of vocational education funds are frequently less constraining if opportunities for cooperation with other agencies are energetically pursued and utilized. Other agencies and organizations may be able to provide the technical and financial resources which may enable the formerly disadvantaged or handicapped student to succeed in a regular vocational education program.

a. Cooperation - Disadvantaged

The following list provides examples of the types of organizations and agencies that vocational education administrators may contact in order to coordinate programs and services for the disadvantaged:

- Federal Agencies (state and local offices)
 - Vocational Rehabilitation Agency
 - Bureau of Indian Affairs
 - Immigration and Naturalization Services
 - Social Security Administration
 - Veterans Administration
 - Employment Services
 - Concentrated Employment and Training Administration
 - Model Cities
 - JOBS (National Alliance of Businessmen)
 - Job Corps
 - Neighborhood Youth Corps
 - Community Action Programs
- Local Community (public and private)
 - Compensatory Education--ESEA Title I Programs
 - Adult Basic Education Programs
 - Parent-Teacher Associations
 - Private Nonprofit Schools
 - Library Services Programs
 - Migrant Programs
 - Bilingual Programs
 - Dropout Prevention Programs
- Institutions for the Neglected and Delinquent
 - Correctional Institutions
 - Orphanages
 - Foster Homes
 - Halfway Houses
- Business/Industrial Community
 - Employers
 - Private Employment Agencies
 - Trade/Labor Unions

• Special Interest Groups

- National Association for the Advancement of Colored People
- Congress of Racial Equality
- Urban League
- League of United Latin American Citizens
- American GI Forum
- Opportunities Industrialization Center
- Services Employment Redevelopment
- Association of Mexican American Educators
- Indian Tribal Councils
- American Indian Education Association
- Other Social or Welfare Agencies (Church, Jewish Community Center, YMCA, YWCA)

b. Cooperation - Handicapped

In addition to many of the above organizations and agencies, the following list provides examples of the types of groups that may be contacted to increase coordination of programs and services for the handicapped:

• State Agencies (local offices)

- Governor's Committee for Employment of the Handicapped
- Department of Welfare
- Mental Health Agency
- Public Health Agency
- State Agency for the Blind
- State Agency for the Deaf
- Family Service Agency

• Private Nonprofit Organizations

- Mental Health Associations
- Mental Retardation Association
- Associations for the Blind
- Associations for the Deaf
- Crippled Childrens' Society
- Veterans' Groups
- Goodwill Industries

• Citizens Organizations

- Civic Organizations (Kiwanis, Lions, Rotary, Elks)
- Parents' Organizations for Specific Handicapped Groups
- Health Professionals (physicians, psychologists, nurses)

C. CLASSIFICATION SYSTEM FOR THE DISADVANTAGED

The classification system for the disadvantaged is designed to include all persons who have academic, socioeconomic or other handicaps that prevent them from succeeding in a regular vocational education program. In order to assist an individual to succeed, one or more of the allowable special services should be provided to maximize the likelihood of his successful completion of a vocational education program.

To be eligible for special vocational education programs, program modifications and related services for the disadvantaged, an individual shall fulfill one of the following conditions: (a) He is excluded from a regular vocational program because of the effects of a disadvantage, or (b) He shows evidence of being unable to succeed in a regular vocational program because of the effects of a disadvantage.

For the individual to qualify, the effects of the disadvantage must be identified by qualified professionals, such as teachers, counselors and social workers.

1. Group of Individuals Most Apt to Show Effects of Disadvantage

The only basis for identifying a student as disadvantaged is his inability to succeed in a regular vocational education program. Further, he should be identified as an individual who cannot succeed rather than as a member of a "disadvantaged" group. With these criteria in mind, the following groups are listed only as a guidance for those who have to identify the individuals who are most likely to have some effects of disadvantage:

- Persons with poor educational background
- Semiskilled and unskilled workers receiving less than poverty level incomes
- Persons in correctional institutions or in institutions for neglected children
- Members of ethnic minority groups which have been discriminated against
- Persons who lack motivation for obtaining an education or a job skill because of a combination of environmental, cultural and historical factors
- Persons who are dependent upon social services to meet their basic needs
- Unwed teenage parents

Disadvantaged persons may also be identified as being residents of certain areas which have been identified as "target areas". Areas which may be expected to have a high percentage of disadvantaged individuals include the following:

- Economically depressed communities (low-income areas)
- Areas of high youth unemployment
- Areas of high rates of school dropouts

- City ghettos
- Public housing developments
- Urban renewal areas
- Model cities neighborhoods
- Rural poverty areas
- Mexican-American barrios
- Puerto Rican enclaves
- American Indian reservations
- Migrant streams

2. Cause/Characteristics of the Disadvantaged

In formulating the classification system for the disadvantaged, special care was taken to keep the cause of a disadvantage distinct from its effect in an educational context. However, it is important to Federal, state and local educational planners to know the causes of the disadvantage handicaps as well as the effects which can be treated in the vocational education structure.

The statistical linkages provided through the cause/characteristics should enable vocational education planners at all levels of government to use their judgment in formulating programs that can meet social objectives beyond the vocational education context. For example, knowing the number and ages of individuals in non-English-speaking homes from the 1970 Census, a vocational planner can be guided to exercise leadership in initiating English literacy projects in non-English-speaking residential areas or, if reports show English as the primary home language, to question the extensive use of vocational education funds for remedial English purposes.

The categories of cause/characteristics have been selected to describe attributes of all except the most unusual disadvantaged student, and to provide statistical data linkages that quantify the particular student population of interest. There is one exception to the latter criterion; no commonly accepted measures of "geographic-transportation isolation" exist. In addition, the categories are not mutually exclusive. A vocational education student failing to succeed could trace his disadvantage to causes stemming from being an American Indian, on welfare, from a non-English language background, a former high school dropout, and residing in an isolated area.

In reporting on the disadvantaged, all of the cause/characteristics, as far as they are known by the teacher or counselor, should be identified for each individual being reported. By so doing, the hard-to-reach and the hard-to-reach groups which have been of special concern to Congress and to the National Advisory Council on Vocational Education will be identified. These categories are also important to various special-interest groups. Letter and number combinations have been assigned each category of cause/characteristics to distinguish them from the numerical system used for classifying the categories of the effects of disadvantage.

a. Non-English Language Background

Students in this group come from home environments in which English is not the common language of communication.

A1 Spanish

A2 American Indian

A3 Eskimo

A4 French

A5 Oriental

A6 Other (specify)

b. Low-Income Family

B1 On welfare. The family or the person is dependent on social agencies for economic assistance.

B2 Not on welfare. Income of family or person is inadequate for basic needs and presents major obstacles to successful vocational education. Available standards for income measurement include the Office of Economic Opportunity standards and the family income levels (adjusted for family size) used by the Bureau of the Census--"General Social and Economic Characteristics".

c. Dropouts

C1 Actual. Persons who left school for any reason (other than death) before graduating or completing a program of study and without transferring to another school.

C2 Potential. Persons who may reasonably be expected to leave school for any reason before graduating or completing a program of study and without transferring to another school.

d. Migrant Worker Family

D Migrant worker family. A migratory worker is one who has moved with his family from one school district to another during the past year in order that he or other members of his immediate family might secure employment in agriculture or in related food-processing activities or other seasonal employment.

e. Dependent, Neglected, Uncared-For and/or Delinquent Youth

E1 Dependent Youth. Youth who have lost their homes through death of parents or guardians.

- E2 Neglected youth. Youth who have been abused by parent, guardian or society in general, as determined by the court.
- E3 Uncared-for-youth. Youth who are being abused by parent, guardian or society in general, in which the court has not been involved.
- E4 Delinquent youth. Youth who have been declared delinquent by a court of appropriate jurisdiction.

f. Racial/Ethnic Groups

- F1 Negro/black
- F2 American Indian
- F3 Spanish Surnamed
- F4 Oriental
- F5 Other (specify)

g. Adults (persons beyond the age of compulsory school attendance)

- G1 Functional illiterates. Persons who have limited ability in communication and computational skills which prevents them from obtaining stable and adequate paid employment.
- G2 Unemployed/underemployed. The unemployed are those who are not working but are looking for a job. The underemployed are those who are working less than full time at a job and wanting to work more.
- G3 Offenders. Persons who are committed to or on release-status from a correctional institution.

h. Geographic/Transportation Isolated

Persons who have severely restricted access to transportation resources and/or who have cultural traditions which militate against the use of modern or innovative technology and inhibit personal and occupational mobility.

- H1 Rural isolation. Persons in sparsely settled areas which are inadequately served by highways or public transportation. They may have a tradition of subsistence in a non-cash economy. There is little access to cultural opportunities.
- H2 Urban isolation. Persons in heavily populated areas whose mobility is restricted by social pressures or personal fears. Public transportation within their ability to pay is generally inadequate.

i. Other (specify)

3. Classification Categories

The categories of disadvantagement have been selected for ease of identification and classification by the classroom teacher. The numbers assigned to each category may be used for reporting information to local and state administrators. Forms used for reporting to the State Superintendent's office (Tables 1, 2, 3 and 4) use this numerical classification system. Such information is essential for planning and analyzing the effectiveness of vocational education programs and supportive services provided for the disadvantaged. The statements following each category are provided as examples of the types of disadvantagements in that category. Every effort should be made to identify an individual in one of the three main categories and to use category 4.0 (other) sparingly.

1.0 ACADEMICALLY DISADVANTAGED

These individuals are not succeeding or cannot succeed in a regular vocational education program because of at least one educational deficiency.

1.1 LANGUAGE (SPEAKING/COMPREHENSION) DEFICIENCY

Individuals in this group experience sufficient difficulty with oral communication that their capacity to learn is significantly reduced. They may have one or more of the following characteristics:

- Poor speech and/or limited formal English vocabulary
- Inability to use the formal language effectively in school
- Serious language difficulties in any language

1.1.1 ENGLISH AS SECONDARY LANGUAGE

Persons whose language deficiency can be remedied by instruction in English as a foreign language.

1.1.2 ENGLISH AS PRIMARY LANGUAGE

Persons whose language deficiency can be remedied by programs designed to increase language proficiency.

1.2 READING AND/OR WRITING DEFICIENCY

Individuals in this group experience sufficient difficulty with reading and writing that their capacity to learn is reduced significantly. They may have one or more of the following characteristics:

- Poor reading ability and limited formal vocabulary
- Inability to write or communicate in writing

1.2.1 ENGLISH IS SECONDARY LANGUAGE

Persons whose reading/writing deficiency can be treated by instruction in English as a foreign language or by programs designed to achieve proficiency.

1.2.2 ENGLISH IS PRIMARY LANGUAGE

Persons whose reading/writing deficiency can be treated best by programs designed to increase proficiency.

1.3 COMPUTATIONAL DEFICIENCY

These individuals have an educational background in mathematics which is not adequate to perform at the level required by the vocational education program. They may have one or more of the following characteristics:

- Serious difficulties in comprehending computational concepts
- Insufficient computational skill to compete effectively with peers

1.4 GENERAL EDUCATIONAL DEFICIENCY

Individuals in this group have general educational deficiencies which are principally responsible for their inability to succeed. They may have one or more characteristics or conditions as identified by the school, such as the following:

- Low achievement scores
- Poor attendance records
- School dropout
- Potential school dropout
- Unawareness of educational procedures and/or opportunities
- Lack of parental support and guidance because of parents' lack of education

2.0 SOCIOECONOMIC EFFECTS ON BEHAVIOR

These individuals, because of their background or experience, have developed attitudes which result in behavior that severely limits their ability to perform successfully in a vocational education program.

2.1 HOSTILE OR DEFIANT BEHAVIOR

Individuals in this group exhibit excessive aggressive, antisocial or disruptive behavior. They may have one or more characteristics, such as the following:

- Significant incidence of involvement with the criminal justice system
- Defiance of rules and regulations
- Persistence in trying to dominate the scene
- Withdrawal from normal social intercourse
- Unrestrained behavior
- Socially assertive and unconventional behavior
- Disruptiveness in school

2.2 PASSIVE OR APATHETIC BEHAVIOR

Individuals in this group exhibit unusual lack of participation in and response to learning opportunities. They may have one or more characteristics or conditions as identified by the school, such as the following:

- No interest in learning or in schoolwork
- Negative attitude toward learning
- Discouragement in schoolwork
- Poor attendance record
- Lack of personal motivation, indifference
- Potential school dropout
- Persistent truancy from home and school
- Poor relationship with others
- Very poor or negative self-image
- Oversensitivity to constructive criticism
- Lack of experience with successful examples of his own ethnic group
- Underachievement
- Other identified disadvantages, such as poor nutrition, broken home, out-of-wedlock pregnancies or underemployment

3.0 ECONOMICALLY DISADVANTAGED

Individuals in this group are not succeeding or cannot succeed in a regular vocational education program for one or more economic reasons. The effects tend to be clear and obvious to a vocational educator and countermeasures may require joint efforts with welfare and other social agency personnel. Persons in this category may have one or more characteristics as identified by the school, such as the following:

- Geographical isolation
- Needs economic assistance to enter or stay in school
- Unemployment or underemployment

4.0 OTHER REMEDIABLE EFFECTS (SPECIFY)

This "catch all" category should be restricted to special situations of a local individualized nature. The effect of disadvantage should be specified.

D. CLASSIFICATION SYSTEM FOR THE HANDICAPPED

The classification system for the handicapped is designed to include all persons with a physical or mental handicap who cannot or are not succeeding in a regular vocational education program. To assist an individual to succeed, one or more of the allowable special services should be provided to maximize the likelihood of his successful completion of a vocational education program.

To be eligible for special vocational education programs, program modifications and related services for the handicapped, an individual shall fulfill the following conditions: (a) He meets the criteria for classification as handicapped which have been established by the State Educational Agency for the categories included in the definition in the Vocational Education Amendments of 1968, (b) He is diagnosed and classified by qualified professional persons, and (c) He is unable, because of his handicapping condition, to succeed in vocational education programs designed for persons without such handicaps.

1. Classification Categories

The categories of handicaps have been selected for ease of identification and classification by the classroom teacher. The numbers assigned to each category may be used for reporting information to local and state administrators. Forms used for reporting to the State Superintendent's office (Tables 1, 2, 3 and 4) use this numerical classification system. Such information is essential for planning and evaluating the effectiveness of vocational education programs and supportive services provided for the handicapped. The statements following each category are provided as examples of the types of handicaps in that category.

1.0 MENTALLY RETARDED

Individuals are considered to be mentally retarded when their rate of intellectual development is significantly less than the normal rate and their potential for academic achievement is estimated to be markedly less than that expected of persons with a normal rate of intellectual development.

Criteria for inclusion in these categories require professional diagnosis in which conditions, such as hearing loss, visual handicaps, emotional handicaps, learning disabilities, language handicaps, social and cultural deprivation, are ruled out as the primary cause of lack of ability to succeed.

1.1 EDUCABLE RETARDED

Individuals in this group have a rate of intellectual development which is approximately 45 to 75 percent of normal. They can be expected to achieve maximally to about the sixth-grade level in academic work. However, they can be educated and trained to enter the world of work in positions which formerly may have been considered beyond their capabilities.

The rate of intellectual development, and other criteria for inclusion in this category, must be that which is specified by state regulations.

1.2 TRAINABLE RETARDED

Individuals in this group have a rate of intellectual development approximately 25 to 50 percent of normal and respond more slowly to education and training than do the educable retarded. Many can be trained for jobs which require single skills and in which adequate supervision is provided.

The rate of intellectual development, and other criteria for inclusion in this category, must be that which is specified by state regulations.

2.0 LEARNING DISABILITY

Individuals with this handicap exhibit a disorder in one or more basic psychological processes involved in understanding or using spoken or written language. These processes may be manifested in disorders of listening, thinking, speaking, reading, writing, spelling or simple computing. The term includes conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental asphasia, etc. This category does not include learning problems which are primarily caused by visual, hearing or motor handicaps, mental retardation, emotional disturbances or environmental disadvantages.

3.0 SERIOUSLY EMOTIONALLY DISTURBED

Individuals with this handicap suffer from psychiatric disturbances which limit their ability to govern their own behavior. These disturbances are of such a nature and severity as to require one or more special educational or other type of services.

4.0 ORTHOPEDICALLY HANDICAPPED (CRIPPLED)

These individuals are limited in self-mobility, sitting in a classroom, and/or using materials or equipment for learning because of muscular, skeletal, or neuromuscular impairment.

5.0 VISUALLY HANDICAPPED

These individuals are severely limited in their ability to see. State laws and regulations establish the criteria for the diagnosis and classification of visual disabilities.

5.1 PARTIALLY SIGHTED

Using the criteria specified by the state, include in this group those individuals whose vision is limited even with correction to the extent that modifications must be made in program, equipment, materials and/or facilities if they are to be able to succeed in the vocational program.

5.2 BLIND

State laws define legal blindness. The extent of the visual disability is severe. Usually, the visual handicap is such that the individual must depend, to a large extent, on his sense of touch and hearing rather than on his sense of sight.

6.0 HEARING IMPAIRED

Individuals in this group have a sense of hearing inadequate for success in learning situations. State laws and regulations establish the criteria for the diagnosis and classifications of hearing disabilities.

6.1 HARD OF HEARING

The individual can hear and understand speech, but with difficulty. The speech must be loud and the individual must use a hearing aid, or lipreading along with a hearing aid, to supplement his own hearing.

6.2 DEAF

Even with the amplification of sound provided by a hearing aid, the individual is unable to hear and recognize all speech sounds.

7.0 SPEECH IMPAIRED

These individuals have speech patterns that differ noticeably from the normal. Speech disorders may be articulatory, vocal, stuttering, or derive from delayed speech and speech disorders associated with cleft palate, hearing impairment, or cerebral palsy.

8.0 OTHER HEALTH IMPAIRMENT

Individuals in this group have limited strength, vitality and alertness because of chronic health problems such as heart conditions, tuberculosis, rheumatic fever, nephritis, infectious hepatitis, infectious mononucleosis, asthma, hemophilia, epilepsy, leukemia, diabetes and other chronic conditions.

9.0 MULTI-HANDICAPPED

Individuals in this group have a combination of handicapping conditions, each of which must be considered in planning programs or program modification.

E. PREPARATION OF PROPOSAL

The proposal should be typewritten and reproduced on white 8½" x 11" paper on one side only. The body of the proposal should be concise but sufficiently complete to provide reviewers with the information necessary for a sound evaluation of the proposed activity. The copies of the proposal should be side-stapled along the left margin. No special binders or hard covers are to be used.

F. PARTICIPATION OF STUDENTS ENROLLED IN PRIVATE NONPROFIT SCHOOLS

Provision should be made for the genuine and meaningful participation in the special needs programs of students enrolled in private nonprofit schools to the extent consistent with the number of students enrolled in such schools in the area being served by the special needs projects whose educational needs are of types which the projects are designed to meet.

G. EVALUATION OF SPECIAL NEEDS PROGRAMS

Each special needs project proposal must include an evaluation plan to be carried out by a third party for the purpose of evaluating the effectiveness of the project. Such plan shall describe the steps by which the grantee will:

1. Determine the extent to which the objectives of the program have been accomplished.
2. Determine what factors either enabled or precluded the accomplishment of these objectives.
3. Promote the inclusion of the successful aspects of the program into vocational education programs supported with funds other than those provided under the grant.

III. PROPOSAL

Submitted to the Superintendent of Public Instruction under the provisions of Part A, Section 102(b) or Part B of the Vocational Education Amendments of 1968.

A. TITLE PAGE

The title page for the proposal will contain the information listed below.

Project Title: (The title should be concise, descriptive and as specific as possible. Avoid technical terms that are obscure. Title should not exceed 150 typewritten spaces.)

Applicant Organization: (Name and mailing address of applicant agency or organization.)

Submitted by: (Name, position and mailing address of the authorized official submitting application. This must be someone in a position to assume such authority and to commit the agency or organization to the undertakings projected in the proposal. If the application is submitted jointly by two or more agencies, authorization by each agency is required.)

Telephone Number: (Telephone number of official submitting the application.)

Project Director: (Name, position and mailing address of the project director, if different from person submitting application.)

Federal Funds Requested: \$ _____ (First Year)
\$ _____ (Anticipated Second Year)
\$ _____ (Anticipated Third Year)
\$ _____ (Total)

Duration: (Proposed beginning and ending dates.)

Time Span: (Total number of months required.)

Date Transmitted: _____

B. FLY LEAF

The fly leaf should contain the following background data.

1. State whether this or a similar proposal was previously submitted to this or another agency. If so, when and to whom.
2. State whether this is a proposed extension, continuation or addition to a project previously or currently supported by this or another agency. If so, identify the original project.
3. State the names and titles of all Office of the Superintendent of Public Instruction staff members previously contacted in connection with the development of this proposal (if any).

4. Identify the nature of the applicant organization, in terms of one of the following types: local educational agency, state institution, private nonprofit institution, private profitmaking institution or organization.
5. Provide the following details about the location of the applicant organization:
 - a. School District Number, if any
 - b. Street
 - c. City
 - d. County
 - e. State
 - f. Postal ZIP Code Number
6. Provide the following details about the location where the project is to be conducted if different from above.
 - a. Street
 - b. City
 - c. County
 - d. State
 - e. Postal ZIP Code Number

C. ONE-PAGE ABSTRACT

On a full, single page, present an abstract of the proposal, using the following outline:

1. Title of the project.
2. Name of the project director.
3. Name of applicant organization.
4. Duration of project.
5. Total federal funds requested.
6. A summary of the objectives of the project, the procedures to be followed and expected contributions that the project will have in preparing people for employment or further training.

D. BODY OF THE PROPOSAL

1. Problem

Discuss the problem area(s) toward which the project is directed as they relate to enabling special needs students to successfully complete training resulting in employment or advance to more technical vocational training.

2. Description

In brief and broad-brush fashion, describe the overall nature of the proposed project and show how it relates to the problem area(s) discussed above.

3. Objectives

List the specific objectives to be achieved in the proposed project. These objectives should be sharply defined, clearly stated, capable of being attained by the proposed procedures, and capable of being measured.

4. Administration

Describe the administrative structure for the proposed project, including the advisory groups to be used. (A proposed organization chart might be included here.)

5. Procedures

Describe the procedures that are to be used to achieve each objective of the proposed project. The procedures should relate to all, or any combination of, the following:

- a. Instructional services
- b. Supportive services
- c. Facilities and equipment
- d. Recruitment and enrollment
- e. Job placement and follow-up
- f. Indirect costs essential to the program (Refer to Tables 3 or 4)

6. Methods and Materials

Describe the materials and methods to be used and explain how they will be adapted, combined and utilized in the project.

7. Schools and Locations

Describe the methods and criteria used in selecting the school(s) and/or location(s) for the project. Provide information about the socioeconomic nature of the area in which the project is located, including the major features of the economy, the types of occupations represented, the rural, suburban or urban characteristics, the ethnic composition of the population, the proportion of disadvantaged families, etc.

8. Time Schedule

In chronological order, indicate the approximate length of time required for each aspect of the project and show relationships among actions, events and products, together with scheduled completion dates. A network analysis chart (PERT or other appropriate type) should be included here.

9. Participants

Utilizing the guidelines for identifying, classifying and serving the disadvantaged and handicapped, describe the cause/characteristics and remediable effects of disadvantage if the project serves disadvantaged students. If the project serves handicapped students, indicate the category or categories of handicap and the demographic characteristics of enrollees. Include the total number of students to be served and the grade level(s).

10. Evaluation

Describe the arrangements which have been or will be made to select an independent agency or organization to conduct a third-party evaluation of the project. Outline the evaluation plan which is to be carried out by the independent agency in order to: (a) determine the extent to which the objectives of the project have been accomplished; (b) determine what factors either enabled or precluded the accomplishment of these objectives; and (c) promote the inclusion of the successful aspects of the project into ongoing programs supported with funds other than those provided under this project. Explain how cost information will be collected on each component of the project, so that potential transportability of the project activities can be meaningfully judged. Describe the evaluative procedures to be employed, data to be gathered, and the analyses to be made in order to determine the extent to which the objectives of the project are being achieved. Indicate how the effectiveness of each component of the project will be assessed in terms of student outcomes. Provide a time schedule for the third-party evaluation, with provisions for an interim evaluation report at the end of the first year of the project, an interim evaluation report at the end of the second year of the project, and a final evaluation report at the end of third year of the project.

11. Personnel

Provide the following details about the person who is proposed to serve as project director for the project.

- a. Name
- b. Birth date
- c. Title of present position
- d. Social Security number
- e. Title of address (Dr., Mrs., etc.)
- f. Proposed time commitment if this project is funded:
 - Teaching duties - percent of time
 - Continuing administrative duties - percent of time
 - Consultant services - percent of time
 - Time devoted to other projects (give title, project number and funding agency for such projects) - percent of time
 - Time to be committed to this project - percent of time
 - Other time commitments - percent of time
 - Total - 100%
- g. Brief statement of background, experience and qualifications

Provide name, title, social security number, percent of time-on-project and brief statement of pertinent experience and qualifications of the other personnel who will be assigned to the project. If specific individuals have not yet been selected for some positions, state the qualifications and experience that will be required of persons to be recruited. Include information on anticipated consultants, advisory council members, etc., when possible. Indicate whether such individuals have tentatively agreed to assist with the project.

12. Facilities

Describe any special equipment, physical facilities and similar advantages available to the applicant organization which would aid in the conduct of the project. When the cooperative use of the facilities of other schools, agencies or organizations is essential to the conduct of the project, indicate the extent and nature of the assurance of such cooperation. Document this assurance by attaching letters from the cooperating organizations, if possible.

13. Board Commitment

Attach a photo copy of an official policy resolution passed by the board of trustees of the participating local school district or by the board of trustees or other governing body of the applicant institution or organization. The resolution should state that it is the policy of the board to move the school system, institution or organization into a focus on career-oriented education for special needs students and that this proposed project, if approved and funded, will represent a key element in the board's strategy for achieving this goal.

E. ESTIMATED BUDGET

Use the forms provided to submit an estimated budget for the project.

F. TABLES

Submit Tables 1, 2, 3 and 4 as directed.

IV. APPLICANT CHECK LIST

Before submission, proposals should be reviewed in terms of the following check list.

A. EDUCATIONAL SIGNIFICANCE

1. The project is focused on problem areas of major importance in enabling special needs students to successfully complete training which results in employment or advance to more technical vocational training.

B. PLAN OF OPERATION

1. Objectives of the project are sharply defined, clearly stated, capable of being attained by the proposed procedures and capable of being measured.

2. The procedures for achieving the objectives are appropriate, technically sound and spelled out in full detail.
3. The proposal includes provisions for an independent third-party evaluation to determine the effectiveness of the project and the extent to which the objectives are accomplished.
4. The proposal is internally consistent; it presents a direct, straight-line relationship between the objectives, procedures and evaluation.
5. The proposal includes suitable procedures for insuring that, to the extent consistent with the number of students enrolled in private nonprofit schools in the area to be served whose educational needs are of the type which the project is designed to meet, provision is made for the participation of such students.
6. The proposal provides specific information about the schools which will be participating in the project and the socioeconomic nature of the geographic area in which the project will be located.
7. The proposal includes a supporting policy resolution passed by the board of the participating school district or applicant organization.

C. PERSONNEL AND FACILITIES

1. The person proposed as project director has a strong background of educational qualifications and relevant experience.
2. The proposed staff consists of individuals who are skilled and knowledgeable concerning the type of program represented in the proposal.
3. The proposal provides, where appropriate, for the use of outside consultants and for the involvement of specialists from disciplines other than education.
4. Facilities and equipment available for carrying out the program are adequate.
5. Any necessary cooperative use of the facilities of other schools, agencies or organizations has been worked out in advance and such cooperation has been assured.

D. ECONOMIC EFFICIENCY

1. The budget is realistic and the budget items are related specifically to the procedures that are to be followed.
2. The estimated cost of the program is reasonable in relation to the anticipated results.
3. The proposal includes suitable procedures to assure that Federal funds made available for the project will not be commingled with state or local funds.

TABLES FOR TABULATING INFORMATION
ON THE DISADVANTAGED AND THE HANDICAPPED

The four tables in this section are to be used in presenting statistical information on the disadvantaged and the handicapped based on the classification systems provided in the Guidelines, Section II. These tables illustrate the type of data which is essential to implement the disadvantaged and handicapped provisions of the Vocational Education Amendments of 1968.

Tables 1 and 2 are concerned with enrollment of students and other pertinent information. They should be completed and submitted no later than two weeks after the project is implemented.

Tables 3 and 4 are concerned with types of services provided, personnel involved, students served and costs of providing these services and personnel. They should be completed and submitted with the final reimbursement claim for the project.

All forms are to be mailed to the Director, Vocational Skills, Office of the Superintendent of Public Instruction, Helena 59601.

TABLE 1 ENROLLMENT OF VOCATIONAL EDUCATION STUDENTS CLASSIFIED
AS DISADVANTAGED, BY CAUSE/CHARACTERISTICS AND BY
REMEDIAL EFFECTS OF DISADVANTAGEMENT

School _____
Project Number _____
Date _____

(Submit no later than two weeks after project is implemented)

Total Enrollment (unduplicated count) _____

CAUSE/CHARACTERISTICS	TOTAL 1/	REMEDIAL EFFECTS OF DISADVANTAGEMENT									
		ACADEMICALLY DISADVANTAGED						SOCIOECONOMIC EF- FECTS ON BEHAVIOR			
		LANGUAGE DEFICIENCY		READING/Writing DEFICIENCY		COMPUTA- TIONAL DEFICI- ENCY	GENERAL EDUCA- TIONAL DEFICI- ENCY	HOSTILE BEHAVIOR		ECONOM- ICALLY DISADVAN- TAGED	OTHER REMED- IAL EFFECTS
		ENGLISH SECONDARY LANGUAGE	ENGLISH PRIMARY LANGUAGE	ENGLISH SECONDARY LANGUAGE	ENGLISH PRIMARY LANGUAGE			2.1	2.2		
		1.1.1	1.1.2	1.2.1	1.2.2	1.3	1.4			3.0	4.0
A NON-ENGLISH LANGUAGE BACKGROUND											
A1 Spanish											
A2 American Indian											
A3 Eskimo											
A4 French											
A5 Oriental											
A6 Other (specify)											
B LOW-INCOME FAMILY											
B1 On Welfare											
B2 Not on Welfare											
C DROPOUTS											
C1 Actual											
C2 Potential											
D MIGRANT WORKER FAMILY											
E DEPENDENT/NEGLECTED/ DELINQUENT YOUTH											
E1 Dependent											
E2 Neglected											
E3 Uncared-For											
E4 Delinquent											

-266-

APPENDIX IV
3.22

Table 1--contd.

CAUSE/CHARACTERISTICS	TOTAL 1/	REMEDIAL EFFECTS OF DISADVANTAGEMENT									
		ACADEMICALLY DISADVANTAGED						SOCIOECONOMIC EF- FECTS ON BEHAVIOR			
		LANGUAGE DEFICIENCY		READING/Writing DEFICIENCY		COMPUTA- TIONAL DEFICI- ENCY	GENERAL EDUCA- TIONAL DEFICI- ENCY	HOSTILE BEHAVIOR		ECONOM- ICALLY DISADVAN- TAGED	OTHER REMED- IABLE EFFECTS
		ENGLISH SECONDARY LANGUAGE	ENGLISH PRIMARY LANGUAGE	ENGLISH SECONDARY LANGUAGE	ENGLISH PRIMARY LANGUAGE			2.1	2.2		
		1.1.1	1.1.2	1.2.1	1.2.2	1.3	1.4			3.0	4.0
F RACIAL/ETHNIC GROUP											
F1 Negro/Black											
F2 American Indian											
F3 Spanish Surnamed											
F4 Oriental											
F5 Other (specify)											
G ADULTS											
G1 illiterates											
G2 Unemployed/Under- Employed											
G3 Offenders											
H GEOGRAPHIC-TRANSPOR- TATION ISOLATED											
H1 Rural Isolation											
H2 Urban Isolation											
I OTHER (specify)											
TOTAL ^{1/}											

^{1/} Detail may exceed total enrollment because some students fall into more than one category.

-267-

TABLE 2 ENROLLMENT OF HANDICAPPED STUDENTS IN VOCATIONAL EDUCATION, BY
DEMOGRAPHIC CHARACTERISTICS AND BY MAJOR CATEGORIES OF HANDICAP

(Submit no later than two weeks after project is implemented)

School _____

Project Number _____

Date _____

Total Enrollment (unduplicated count) _____

MAJOR CATEGORIES OF HANDICAP	TOTAL 2/	DEMOGRAPHIC CHARACTERISTICS OF ENROLLEES												INADEQUATE TRANSPOR- TATION	
		NON-ENGLISH LANGUAGE BACKGROUND			LOW-INCOME FAMILY		OUT-OF- SCHOOL YOUTH		RACIAL/ETHNIC GROUP						
		SPANISH	AMERI- CAN INDIAN	OTHER	ON WELFARE	NOT ON WELFARE	DROPOUTS	HOME- BOUND 1/	NEGRO/ BLACK	AMERI- CAN INDIAN	SPANISH SUR- NAMED	RURAL	URBAN		
1.0 MENTALLY RETARDED															
1.1 Educable Retarded															
1.2 Trainable Retarded															
2.0 LEARNING DISABILITY															
3.0 SERIOUSLY EMOTIONALLY DISTURBED															
4.0 ORTHOPEDICALLY HANDI- CAPPED (CRIPPLED)															
5.0 VISUALLY HANDICAPPED															
5.1 Partially Sighted															
5.2 Blind															
6.0 HEARING IMPAIRED															
6.1 Hard of Hearing															
6.2 Deaf															
7.0 SPEECH IMPAIRED															
8.0 OTHER HEALTH IMPAIRED															
9.0 MULTI-HANDICAPPED															
TOTAL ^{2/}															

1/ As specified by state regulation.

2/ Detail may exceed total enrollment because some students fall into more than one category.

TABLE 3 SERVICES PROVIDED VOCATIONAL EDUCATION STUDENTS
CLASSIFIED AS DISADVANTAGED, BY NUMBER OF PERSONNEL
INVOLVED, STUDENTS SERVED, AND COST OF SERVICES

(Submit with final reimbursement claim for the project)

School _____
Project Number _____
Date _____
Total Enrollment (unduplicated count) _____

SERVICES	NUMBER OF PERSONNEL INVOLVED	NUMBER OF STUDENTS SERVED	COST OF SERVICE OR PERSONNEL
<u>INSTRUCTIONAL SERVICES</u>			
Vocational Education Instructors (Total)			
Full-Time			
Part-Time			
Basic Education Teachers (Total)			
Full-Time			
Part-Time			
Readers/Interpreters (Total)			
For Bilingual Students			
For Blind Students			
For Deaf Students			
For Other Students (specify)			
Remedial Teachers/Therapists			
Instructional Aides/Tutors			
Instructional Materials	XXXXXXXXXX		
Educational Testing and Diagnosis			
Extended School Day/Week/Term			
Faculty (Extended or Overtime)			
Facilities (Additional Costs)	XXXXXXXXXX		
Other Instructional Services			
Total Cost	XXXXXXXXXX	XXXXXXXXXX	
<u>SUPPORTIVE SERVICES</u>			
Guidance and Counseling			
Work Performance Evaluation/Follow-Up			
Social Work and Family Involvement			
Mobile Units (No. of Units)			
Transportation			
Field Trips and Other Special Activities			
Other Supportive Services			
Total Cost	XXXXXXXXXX	XXXXXXXXXX	

Table 3--contd.

SERVICES	NUMBER OF PERSONNEL INVOLVED	NUMBER OF STUDENTS SERVED	COST OF SERVICE OR PERSONNEL
<u>FACILITIES AND EQUIPMENT</u>			
Space Rental or Prorated Costs	XXXXXXXXXX		
Modification of Facilities	XXXXXXXXXX		
Vocational Program Equipment	XXXXXXXXXX		
Modification of Equipment	XXXXXXXXXX		
Facilities Maintenance Costs	XXXXXXXXXX	XXXXXXXXXX	
Other Facilities and Equipment	XXXXXXXXXX		
Total Cost	XXXXXXXXXX	XXXXXXXXXX	
<u>RECRUITMENT AND ENROLLMENT</u>			
Promotional Material, Advertising, etc.	XXXXXXXXXX	XXXXXXXXXX	
Identification of Students		XXXXXXXXXX	
Data Collection and Analysis		XXXXXXXXXX	
Enlisting and Maintaining Community Support		XXXXXXXXXX	
Other Recruitment and Enrollment		XXXXXXXXXX	
Total Cost	XXXXXXXXXX	XXXXXXXXXX	
<u>JOB PLACEMENT AND FOLLOW-UP</u>			
Community and Employer Surveys			
Labor Union Liaison			
Additional Staff			
Other Job Placement and Follow-Up			
Total Cost	XXXXXXXXXX	XXXXXXXXXX	
<u>INDIRECT COSTS ESSENTIAL TO PROGRAM</u>			
Administration and Supervision (Itemize)		XXXXXXXXXX	
Curriculum Development (Itemize)		XXXXXXXXXX	
Consultants (Itemize)		XXXXXXXXXX	
Teacher Training (Itemize)		XXXXXXXXXX	
Other Indirect Costs		XXXXXXXXXX	
Total Cost	XXXXXXXXXX	XXXXXXXXXX	
<u>OTHER EXPENDITURES (Itemize)</u>			
GRAND TOTAL COST	XXXXXXXXXX	XXXXXXXXXX	

TABLE 4 SERVICES PROVIDED VOCATIONAL EDUCATION STUDENTS
CLASSIFIED AS HANDICAPPED, BY NUMBER OF PERSONNEL
INVOLVED, STUDENTS SERVED, AND COST OF SERVICES

(Submit with final reimbursement claim for the project)

School _____
 Project Number _____
 Date _____
 Total Enrollment (unduplicated count) _____

SERVICES	NUMBER OF PERSONNEL INVOLVED	NUMBER OF STUDENTS SERVED	COST OF SERVICE OR PERSONNEL
<u>INSTRUCTIONAL SERVICES</u>			
Vocational Education Instructors (Total)			
Full-Time			
Part-Time			
Basic Education Teachers (Total)			
Full-Time			
Part-Time			
Readers/Interpreters (Total)			
For Bilingual Students			
For Blind Students			
For Deaf Students			
For Other Students (specify)			
Remedial Teachers/Therapists			
Instructional Aides/Tutors			
Instructional Materials	XXXXXXXXXX		
Educational Testing and Diagnosis			
Extended School Day/Week/Term			
Faculty (Extended or Overtime)			
Facilities (Additional Costs)	XXXXXXXXXX		
Other Instructional Services			
Total Cost	XXXXXXXXXX	XXXXXXXXXX	
<u>SUPPORTIVE SERVICES</u>			
Guidance and Counseling			
Work Performance Evaluation/Follow-Up			
Social Work and Family Involvement			
Mobile Units (No. of Units)			
Transportation			
Field Trips and Other Special Activities			
Other Supportive Services			
Total Cost	XXXXXXXXXX	XXXXXXXXXX	

Table 4--contd.

SERVICES	NUMBER OF PERSONNEL INVOLVED	NUMBER OF STUDENTS SERVED	COST OF SERVICE OR PERSONNEL
<u>FACILITIES AND EQUIPMENT</u>			
Space Rental or Prorated Costs	XXXXXXXXXX		
Modification of Facilities	XXXXXXXXXX		
Vocational Program Equipment	XXXXXXXXXX		
Modification of Equipment	XXXXXXXXXX		
Facilities Maintenance Costs	XXXXXXXXXX	XXXXXXXXXX	
Other Facilities and Equipment	XXXXXXXXXX		
Total Cost	XXXXXXXXXX	XXXXXXXXXX	
<u>RECRUITMENT AND ENROLLMENT</u>			
Promotional Material, Advertising, etc.	XXXXXXXXXX	XXXXXXXXXX	
Identification of Students		XXXXXXXXXX	
Data Collection and Analysis		XXXXXXXXXX	
Enlisting and Maintaining Community Support		XXXXXXXXXX	
Other Recruitment and Enrollment		XXXXXXXXXX	
Total Cost	XXXXXXXXXX	XXXXXXXXXX	
<u>JOB PLACEMENT AND FOLLOW-UP</u>			
Community and Employer Surveys			
Labor Union Liaison			
Additional Staff			
Other Job Placement and Follow-Up			
Total Cost	XXXXXXXXXX	XXXXXXXXXX	
<u>INDIRECT COSTS ESSENTIAL TO PROGRAM</u>			
Administration and Supervision (Itemize)		XXXXXXXXXX	
Curriculum Development (Itemize)		XXXXXXXXXX	
Consultants (Itemize)		XXXXXXXXXX	
Teacher Training (Itemize)		XXXXXXXXXX	
Other Indirect Costs		XXXXXXXXXX	
Total Cost	XXXXXXXXXX	XXXXXXXXXX	
<u>OTHER EXPENDITURES (Itemize)</u>			
GRAND TOTAL COST	XXXXXXXXXX	XXXXXXXXXX	

ESTIMATED BUDGET

Directions:

1. Round off figures to nearest dollar.
2. On item 08-01-0212 show only the salary of instructors applicable to this project.

Budget Items	Total Amount Budgeted for Project Exp.	STATE USE ONLY Budget Approved for Reimbursement
ADMINISTRATION		
08-01-0111 Administrative salaries		
08-01-0150 Other expenses		
TOTAL ADMINISTRATION		
INSTRUCTION		
08-01-0211 Supervisory salaries		
08-01-0212 Instructional salaries		
08-01-0213 Clerical salaries		
08-01-0232 Instructional supplies		
08-01-0233 Instructional minor equipment*		
08-01-0251 Other supervisory expenses		
08-01-0252 Other instructional expenses		
08-01-0258 Instructional travel		
08-01-0285 Consultant fees		
08-01-0288 Consultant travel		
08-01-0289 Other consultant expenses		
TOTAL INSTRUCTION		
SUPPORTIVE SERVICES		
08-01-0411 Guidance salaries		
08-01-0413 Clerical salaries		
08-01-0458 Guidance travel		
08-01-0459 Other guidance expenses		
TOTAL SUPPORTIVE SERVICES		
MAINTENANCE OF PLANT		
08-01-0734 Inst. equipment maintenance & repair		
TOTAL MAINTENANCE OF PLANT		
OTHER CURRENT CHARGES		
08-01-1021 Social Security		
08-01-1022 Teachers' retirement		
08-01-1023 Public employees' retirement		
08-01-1056 Insurance		
08-01-1057 Rental of lands and buildings		
08-01-1059 Other expenses		
TOTAL OTHER CURRENT CHARGES		
CAPITAL OUTLAY		
08-01-1164 Instructional major equipment**		
TOTAL CAPITAL OUTLAY		
GRAND TOTAL		

*Expenditures for all instructional equipment having a unit cost of less than \$300.

**Expenditures for all instructional equipment having a unit cost of \$300 or more. See page 4 for Itemized List of Major Instructional Equipment.

ITEMIZED LIST OF MAJOR INSTRUCTIONAL EQUIPMENT

List all major instructional equipment to be purchased having a unit cost of \$300 or more.

Name of Equipment	Description*	Quantity	Total Cost
			\$
Total			\$

*Brief description of equipment: type, make, size, model, etc.

State of Montana
Office of the Superintendent
of Public Instruction
Dolores Colburg, Superintendent
Helena 59601

SUPPLEMENTARY VOCATIONAL
EDUCATION PROJECT PROPOSAL

Directions:

1. District superintendent or chief administrative officer submit two copies to the Director, Vocational Skills, Office of the Superintendent of Public Instruction, Helena 59601.

Dist. No.	<input type="checkbox"/> Elementary <input type="checkbox"/> High School	County	City	ZIP Code	School
-----------	---	--------	------	----------	--------

TYPE OF PROJECT See Definitions of Vocational Education Terms (F3027)

- | | | |
|---|--|---|
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Consumer-Homemaking | <input type="checkbox"/> Technical |
| <input type="checkbox"/> Distributive | <input type="checkbox"/> Home Economics Wage Earning | <input type="checkbox"/> Trade & Industrial |
| <input type="checkbox"/> Health Occupations | <input type="checkbox"/> Business & Office | |

LEVEL OF PROJECT ☐ Elementary ☐ Secondary ☐ Post-Secondary ☐ Adult

I. PURPOSE

Describe the purpose for which supplementary project monies will be utilized in your school system. Include a statement indicating present and future economic conditions affecting the need for financial assistance.

II. OPERATIONAL PLAN

Describe the proposed plan for utilizing supplementary vocational education project monies using the following outline:

- A. Describe planning involvement from the following suggested sources: local advisory councils, teachers, students, administrators, school board members, Vocational Skills staff of the Office of the Superintendent of Public Instruction, visits to other schools and programs, other groups.
- B. Local Commitment (present and past)
 1. Document commitment of the board of trustees, such as minutes, written statements, other.
 2. Local financial commitment (such as new or expanded facilities).
 3. Program commitment (such as equipment, supplies, curriculum, instructors, students).
- C. Describe effect of proposal on total vocational education program, such as within vocational disciplines; between schools; or if plan is specifically for one program, describe benefits or implications to other vocational education areas; projected benefits to school and community.
- D. Facilities and Equipment
 1. Describe existing or planned facilities to which proposal applies, such as classroom, laboratories, space available, availability of existing equipment.
 2. Describe plan for utilization of equipment for total educational program, such as elementary, secondary, adult.

E. Curricula

1. Describe immediate and long-range effect of proposal on the vocational education curricula.

F. Instructors

1. Provide assurance that instructors affected by this proposal will meet vocational certification requirements.

G. Vocational Student Organizations

1. Describe how vocational student organizations may be a part of the curriculum for which project monies are requested.

H. Student Enrollment

1. Provide evidence of maintenance or increase of student enrollment in the proposed program and/or total school system, and operation of the program.

I. Budget

Complete the attached "Estimated Budget".

III. EVALUATION

Describe project evaluation plan. Written documentation will be submitted annually for three years to the Office of the Superintendent of Public Instruction.

IV. SHARING

Provide assurance that project effects and results will be shared (in total or in part) with other schools, Office of the Superintendent of Public Instruction staff, the community and/or others.

This proposal is a request for assistance from funds available under the Vocational Education Amendments of 1968 (P.L. 90-576). This application is consistent with the purposes of the Act, complies with its provisions and is true and complete to the best of my knowledge and belief. The Assurance of Compliance with Title VI of the Civil Rights Act applies to the application submitted herewith.

Signed: _____	Date: _____
Chairman, Board of Trustees	
_____	Date: _____
Administrative Officer	
_____	Date: _____
Program Instructor	

For Office of the Superintendent of Public Instruction use only:

OSPI Review Team: _____	Team Member
Director _____	_____
	Team Member

ESTIMATED BUDGET

Directions:

1. Round off figures to nearest dollar.
2. On item 08-01-0212 show only the salary of instructors applicable to this project.

Budget Items	Total Amount Budgeted for Project Exp.	STATE USE ONLY Budget Approved for Reimbursement
ADMINISTRATION		
08-01-0111 Administrative salaries		
08-01-0150 Other expenses		
TOTAL ADMINISTRATION		
INSTRUCTION		
08-01-0211 Supervisory salaries		
08-01-0212 Instructional salaries		
08-01-0213 Clerical salaries		
08-01-0232 Instructional supplies		
08-01-0233 Instructional minor equipment*		
08-01-0251 Other supervisory expenses		
08-01-0252 Other instructional expenses		
08-01-0258 Instructional travel		
08-01-0285 Consultant fees		
08-01-0288 Consultant travel		
08-01-0289 Other consultant expenses		
TOTAL INSTRUCTION		
SUPPORTIVE SERVICES		
08-01-0411 Guidance salaries		
08-01-0413 Clerical salaries		
08-01-0458 Guidance travel		
08-01-0459 Other guidance expenses		
TOTAL SUPPORTIVE SERVICES		
MAINTENANCE OF PLANT		
08-01-0734 Inst. equipment maintenance & repair		
TOTAL MAINTENANCE OF PLANT		
OTHER CURRENT CHARGES		
08-01-1021 Social Security		
08-01-1022 Teachers' retirement		
08-01-1023 Public employees' retirement		
08-01-1056 Insurance		
08-01-1057 Rental of lands and buildings		
08-01-1059 Other expenses		
TOTAL OTHER CURRENT CHARGES		
CAPITAL OUTLAY		
08-01-1164 Instructional major equipment**		
TOTAL CAPITAL OUTLAY		
GRAND TOTAL		

*Expenditures for all instructional equipment having a unit cost of less than \$300.

**Expenditures for all instructional equipment having a unit cost of \$300 or more. See page 4 for Itemized List of Major Instructional Equipment.

ITEMIZED LIST OF MAJOR INSTRUCTIONAL EQUIPMENT

List all major instructional equipment to be purchased having a unit cost of \$300 or more.

Name of Equipment	Description*	Quantity	Total Cost
			\$
Total			\$

*Brief description of equipment: type, make, size, model, etc.

State of Montana
Office of the Superintendent
of Public Instruction
Dolores Colburg, Superintendent
Helena 59601

PROCEDURES FOR SUBMITTING
VOCATIONAL EDUCATION PROJECTS
FOR FISCAL YEAR 1976

A. All Vocational Education Programs

1. Submit Form F3025, Local Plan for Vocational Education. The local plan should include all vocational education programs, including regular (new and ongoing), disadvantaged, handicapped, cooperative, exemplary and work-study.

B. Regular Programs (New and Ongoing)

1. Follow directions in Section A.
2. Submit Form F1701, Project Proposal for Vocational Education Program, for each program.
3. Instructional salaries will be the only reimbursable items.

C. Cooperative Programs (New and Ongoing)

1. Follow directions in Sections A and B.
2. Submit Form F1707, Proposal for Cooperative Vocational Education Program.
3. Reimbursable items of expenditure will be:
 - a. Salary for actual time allowed the teacher-coordinator to coordinate the program in the community.
 - b. Teacher-coordinator travel, not to exceed \$600 for each teacher-coordinator.
 - c. Minor instructional equipment purchase.
 - d. Major instructional equipment purchase.
 - e. Fringe benefits related to salary (teacher retirement, Social Security).

D. Exemplary Programs (New and Ongoing)

1. Follow directions in Section A.
2. Submit Form F1706, Proposal for Exemplary Vocational Education Program.

E. Handicapped, Disadvantaged or Remedial Programs (New and Ongoing)

1. Follow directions in Section A.
2. Submit Form F4997, Proposal for Special Needs Vocational Education Program.

F. Work-Study Programs (New and Ongoing)

1. Follow directions in Section A.
2. Submit Form F3023, Proposal for Vocational Work-Study Program.

G. Supplementary Project Proposal

1. Follow directions in Sections A and B.
2. Submit Form F4993, Supplementary Vocational Education Project Proposal.

State of Montana
Office of the Superintendent
of Public Instruction
Dolores Colburg, Superintendent
Helena 59601

DEFINITIONS OF
VOCATIONAL EDUCATION TERMS

1. ADMINISTRATIVE OFFICER, as referred to on the applications, is the district superintendent of public schools or the chief administrative officer of units of the university system, community colleges and state institutions.
2. ADULT VOCATIONAL EDUCATION PROGRAM is a program designed for persons who have completed or left school; are employed, unemployed or underemployed; or desire part-time study (less than 25 hours per week).
3. COOPERATIVE VOCATIONAL EDUCATION PROGRAM is designed for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational education instruction by the alternation of study in school with a job in any occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks or summers, in fulfilling the cooperative vocational education program.
4. EXEMPLARY VOCATIONAL EDUCATION PROGRAM is designed to enable educational agencies to explore, develop and demonstrate new and innovative ways to plan, implement and conduct vocational education programs.
5. INSTRUCTIONAL LEVELS: E - Elementary, S - Secondary, PS - Post-Secondary, A - Adult.
6. POST-SECONDARY VOCATIONAL EDUCATION PROGRAM is designed for persons who have completed or left school and desire full-time study in a vocational education program, which includes grade 13 and 14.
7. PREVOCATIONAL PROGRAM is designed to prepare persons for entry into a secondary or post-secondary vocational education program.
8. SPECIAL NEEDS PROGRAM
 - A. Disadvantaged Program is designed for persons who have academic, socioeconomic, cultural or other handicaps which prevent them from succeeding in vocational education programs and who require specially designed educational programs or related services; includes persons whose learning needs or services result from poverty, neglect, delinquency or isolation from the community at large for cultural, linguistic or geographical reasons. It does not include physically or mentally handicapped persons.
 - B. Handicapped Program is designed for persons who are mentally retarded, hard of hearing, deaf, impaired of speech, impaired of vision, seriously emotionally disturbed, crippled or impaired of health and who, by reason thereof, cannot succeed in a regular vocational education program.
 - C. Remedial (Basic Education) Program is designed to correct academic deficiencies in students in preparation for entry into secondary or post-secondary vocational education programs.
9. VOCATIONAL EDUCATION PROGRAM is designed to prepare students for employment and/or improve their home environments.
10. VOCATIONAL WORK-STUDY PROGRAM is designed for vocational education students whose jobs may not necessarily be in fields related to their studies, but who need such employment to continue in their vocational training.

State of Montana
Office of the Superintendent
of Public Instruction
Dolores Colburg, Superintendent
Helena 59601

CRITERIA FOR THE
APPROVAL OF SUPPLEMENTARY VOCATIONAL
EDUCATION PROJECT APPLICATIONS

The following criteria will be used in evaluating and approving applications for supplementary vocational education project funds.

I. SCOPE

Supplementary vocational education project funds will be used to provide assistance to local educational agencies for establishment of new vocational education programs and to expand or upgrade existing programs. Funds will be used to assist in providing quality vocational education in light of current employment opportunities; and will be suited to the needs, interests and abilities of those people enrolled in such programs.

Supplementary vocational education project funds are intended to be used to supplement regular Part B monies. These funds can be used to purchase major and minor equipment. Regular instructional salaries will not be part of the supplementary project proposal.

II. INSTRUCTOR

The vocational education instructor(s) involved in the programs for which supplementary project funding is requested will hold valid teaching certificate(s) and meet the requirements set forth in paragraph 1.33-1, Part B, of the Montana State Plan for the Administration of Vocational Education. Such qualifications shall be filed with the Office of the Superintendent of Public Instruction.

III. REQUIREMENTS

A. Program Planning

Evidence must be shown that planning has involved, but is not limited to, the following:

1. Local advisory councils
2. Teachers
3. Students
4. Administrative staff
5. Local board of trustees
6. Office of the Superintendent of Public Instruction
7. Other school visitations
8. Other groups

B. Local Commitment

Documentation of local board of trustees commitment to this project, such as new or expanded facilities or commitment of local funds, can be provided through board minutes or written statements.

C. Effect on Total Vocational Education Program

Supplementary project funds will have implication for the total vocational education program of the school, aligned with the Local Plan for Vocational Education (P3025). In some cases, the effect on students may be between school systems working on a shared service basis, such as utilization of vocational education facilities, equipment and instructional personnel.

D. Curriculum

1. Project funds will directly affect upgrading, revising or modifying the curriculum.
2. The curriculum will be commensurate with and will lend itself to the fulfillment of the vocational education objectives of the students.
3. Curriculum revision will be aligned with current employment trends in the community, state and nation.
4. Consideration will be given to the involvement of vocational student organizations.

E. Budget

The budget will be congruent with the size of the project and the number of students involved. (Budgetary items shall not include the instructional salaries for the regular vocational education programs.)

IV. FACILITIES AND EQUIPMENT

A. Facilities

Existing or planned facilities must be commensurate with this project request.

B. Equipment

The purchase of equipment will be relevant to the equipment used in business and industry for which this project request is intended.

V. EVALUATION

- A. Plans for evaluating this proposed program upon project completion and for two years subsequent must be submitted. The evaluation should identify effect of the project on vocational education programs. Documentation of the evaluation must be submitted annually to the Director of Vocational Skills, Office of the Superintendent of Public Instruction. Such documentation will include written evidence containing:

1. Changes, revisions or modifications in curriculum
2. Effects and benefits to other vocational education areas
3. Effect on program enrollment
4. Effect on establishment of vocational student organizations
5. Effect on student employment (in program and upon program completion)
6. Effect in confirming career objectives
7. Community effect
8. Other

This data can be obtained from students, staff, administration, board of trustees and other groups.

Schools receiving supplementary project funds may be asked to respond to inquiries from other schools desiring to implement similar programs.

VI. PROJECT SELECTION

Using the above criteria, project selection(s) will be made by a team review from the Office of the Superintendent of Public Instruction.

State of Montana
Office of the Superintendent
of Public Instruction
Dolores Colburg, Superintendent
Helena 59601

ACCOUNTING CODES FOR VOCATIONAL EDUCATION
PROGRAMS OTHER THAN POST-SECONDARY VOCATIONAL
TECHNICAL EDUCATION CENTER PROGRAMS

This accounting code should be used for other than vocational-technical education center programs in preparation of the estimated budget for vocational education projects and when preparing your reimbursement claim.

Vocational education funds may only be used for expenditures made in connection with an approved project for which the funds were authorized. In no case should an expenditure or commitment to purchase be made prior to project approval.

ADMINISTRATION: Activities dealing directly with the administration of vocational education programs and activities.

08-01-0111 Administrative salaries. Gross salaries of professional general administrative personnel.

08-01-0150 Other expenses. Expenses for the general administrative offices.

INSTRUCTION: Activities dealing directly with supervision of instructional personnel, such as local directors of vocational education programs, and with the teaching of students under the definition of the vocational education program.

08-01-0211 Supervisory salaries. Gross salaries of professional supervisory personnel.

08-01-0212 Instructional salaries. Gross salaries of instructional personnel.

08-01-0213 Clerical salaries. Gross salaries of secretarial and clerical personnel for instructional staff.

08-01-0232 Instructional supplies. Expenditure for all supplies constructively consumed in the teaching-learning process.

08-01-0233 Minor equipment. Expenditures for the purchase of instructional equipment having a unit cost of less than \$500.

08-01-0251 Other supervisory expenses. All other supervisory expenses.

08-01-0252 Other instructional expenses. All other instructional expenses.

08-01-0258 Instructional travel. Expenditures for approved instructional travel including performance of everyday activities and attendance at conferences, meetings, institutes and workshops.

08-01-0285 Consultant fees. Expenses for approved consultants' fees and other advisory personnel.

08-01-0288 Consultant travel. Expenses for travel of consultants and other advisory personnel.

08-01-0289 Other consultant expenses. All other consultants' expenses.

SUPPORTIVE SERVICES: Activities dealing directly with the guidance of students under the vocational education program.

- 08-01-0411 Guidance salaries. Gross salaries of professional counseling personnel.
- 08-01-0413 Clerical salaries. Gross salaries of secretarial and clerical personnel for guidance.
- 08-01-0458 Guidance travel. Expenses for approved guidance travel.
- 08-01-0459 Other guidance expenses. All other guidance expenses.

MAINTENANCE OF PLANT: Expenditures for the maintenance of equipment.

- 08-01-0734 Repair and maintenance. Repair and maintenance expenses of instructional equipment.

OTHER CURRENT CHARGES: Expenditures of a generally recurrent nature which are not readily allocable to other expenditure accounts.

- 08-01-1021 Social Security. Employer's contribution for Social Security.
- 08-01-1022 Teachers' retirement. Employer's contribution to teachers' retirement.
- 08-01-1023 Public employees' retirement. Employer's contribution to public employees' retirement.
- 08-01-1056 Insurance. Premiums for all forms of insurance.
- 08-01-1057 Rental of lands and buildings. Expenses for the rental of lands and buildings used in the vocational education program. Rental of equipment is found under the function for which it is used.
- 08-01-1059 Other expenses. All other expenses of a general recurrent nature that cannot be regarded under other current expense items.

CAPITAL OUTLAY: Expenditures for capital outlay includes initial or additional equipment.

- 08-01-1164 Major equipment. Expenses for initial or additional items of instructional equipment having a unit cost of \$200 or more.

BUDGET DOCUMENT
FOR THE POST-SECONDARY VOCATIONAL-TECHNICAL CENTERS

Fiscal Year 1976

State of Montana
Office of the Superintendent
of Public Instruction
Dolores Colburg, Superintendent
Helena 59601

Post-Secondary Vocational-Technical Center
General Instructions for Budgeting

1. District superintendent submit an original and one copy of the Budget Document (F4635) and the Post-Secondary Vocational-Technical Center Budget (Form 11) to the Director, Vocational Skills, Office of the Superintendent of Public Instruction, Helena 59601.
2. Upon Board of Public Education action the Superintendent of Public Instruction will complete the "State Use Only" column and Certificate A on the Budget (Form 11) before returning it to the applicant center. Budget approval is contingent upon the imposition of the one-mill county levy.
3. Please refer to the attached Expenditure and Revenue Accounting Code, Post-Secondary Vocational-Technical Center Fund 21 for completion of the budget.
4. Specify selected budget items in detail, including salaries of professional and support personnel and major equipment purchase and rental.

General Information

(Submit a narrative using the following outline.)

1. Outline the long-range goals for serving the occupational education needs of students, including special target groups and adults.
2. Indicate how the need for the vocational education plan was determined locally, such as use of local advisory committee, cooperating agencies, manpower planning surveys, student interest surveys and other factors.
3. Show the relationship of proposed program to present offerings and to long-range plans. Project program planning for five years.
4. Indicate dates and amounts of construction (if appropriate).
5. Detail long-range building plans.
6. Include other pertinent information, such as growth in enrollments, budgets, program expansion.
7. Enclose a copy of your school calendar for 1975-76.
8. List your local board of trustees, including name, address and phone number.
9. List your local vocational education advisory council(s), including name, address and phone number.

State of Montana
Office of the Superintendent
of Public Instruction
Dolores Colburg, Superintendent
Helena 59601

POST-SECONDARY
VOCATIONAL-TECHNICAL CENTER BUDGET
Fiscal Year 1976

Directions:

1. Submit original and one copy to the Director, Vocational Skills, Office of the Superintendent of Public Instruction, Helena 59601.
2. This budget (Form 11) when returned to the Superintendent of Public Instruction shall become a supplement to the District Budget Form - High School (Form 4). Post-secondary vocational-technical center budgets that have been approved by the Board of Public Education may not be altered by the Board of Trustees or the County Board of School Budget Supervisors in this approval procedure.
3. Certificate B shall be signed by the Board of Trustees when it adopts the preliminary budget on the fourth Monday of June.
4. Certificate C shall be signed by the County Board of School Budget Supervisors when it adopts the final budget on the fourth Monday of July.
5. Certificate D shall be signed by the County Commissioners in order to levy a one-mill levy upon the county. If less than a one-mill levy is made, the program budgets are not approved (see Certificate A). Contact the Superintendent of Public Instruction for a budget adjustment.
6. Submit copies of this approved total program budget (Form 11) to the County Superintendent, County Treasurer, County Clerk and Recorder and the Superintendent of Public Instruction. (The County Superintendent will submit an approved copy as a part of his annual report to the Superintendent of Public Instruction (Form 4).

High School Dist. No.	County	City	ZIP Code	Center

BUDGET

Budget Items	Amount Requested	STATE USE ONLY
Administration		
21-00-0111 Salaries, Administrative	\$	\$
21-00-0113 Salaries, Clerical		
21-00-0158 Travel		
21-00-0159 Other Expenses		
Total--Administration	\$	\$
Supervision and Instruction		
21-00-0211 Salaries, Supervisory	\$	\$
21-00-0212 Salaries, Instructional		
21-00-0213 Salaries, Clerical		
21-00-0213.1 Supervisory		
21-00-0213.2 Instructional		
21-00-0231 Supplies, Non-Consumable (Minor Equipment)		
21-00-0232 Supplies, Consumable		
21-00-0258 Travel		
21-00-0258.1 Supervisory		
21-00-0258.2 Instructional		
21-00-0258.3 Consultant		
21-00-0259 Other Expenses		
21-00-0259.1 Supervisory		
21-00-0259.2 Instructional		
21-00-0259.3 Consultant		
21-00-0285 Consultant Fees		
Total--Supervision and Instruction	\$	\$

Budget Items	Amount Requested	STATE USE ONLY
Multi-Media Resource Center		
21-00-0311 Salaries, Professional	\$	\$
21-00-0313 Salaries, Clerical		
21-00-0314 Salaries, Aides		
21-00-0340 Materials		
21-00-0331 Supplies, Non-Consumable (Minor Equip.)		
21-00-0332 Supplies, Consumable		
21-00-0358 Travel		
21-00-0359 Other Expenses		
Total--Multi-Media Resource Center	\$	\$
Supportive Services		
21-00-0411 Salaries, Professional	\$	\$
21-00-0413 Salaries, Clerical		
21-00-0458 Travel		
21-00-0459 Other Expenses		
Total--Supportive Services	\$	\$
Operation of Plant		
21-00-0610 Salaries	\$	\$
21-00-0681 Heat for Buildings		
21-00-0682 Utilities, except Heat		
21-00-0650 Supplies and Other Expenses		
Total--Operation of Plant	\$	\$
Maintenance of Plant		
21-00-0710 Salaries	\$	\$
21-00-0734 Replacement and Parts		
21-00-0780 Contracted Services		
Total--Maintenance of Plant	\$	\$
Other Current Charges		
21-00-1021 Social Security	\$	\$
21-00-1022 Teachers' Retirement		
21-00-1023 Public Employees' Retirement		
21-00-1056 Insurance		
21-00-1057 Rental of Land and Buildings		
21-00-1059 Other Expenses		
Total--Other Current Charges	\$	\$
Capital Outlay		
21-00-1164 Major Equipment	\$	\$
21-00-1165 Other		
Total--Capital Outlay	\$	\$
TOTAL BUDGET	\$	\$
REVENUES		
21-00-24 Student Fees	xxxxxxxxxxxx	\$
21-00-98 Cash Reappropriated	xxxxxxxxxxxx	\$
21-00-34 County Levy	xxxxxxxxxxxx	\$
21-00-66 Other State Financing	xxxxxxxxxxxx	\$
21-00-47 Primary Source (State)	xxxxxxxxxxxx	\$
21-00-54 Federal Revenue	xxxxxxxxxxxx	\$
TOTAL REVENUE	xxxxxxxxxxxx	\$

County Taxable Valuation \$ _____

CERTIFICATES OF APPROVAL

A. Approval of Budget by Board of Public Education.

The Board of Public Education, according to the provisions of Section 75-7708, R.C.M., 1947, as amended, hereby approves this budget for the fiscal year 1976; provided that a countywide mill levy of one mill (Item 21-00-34 and Certificate D) is made available for financing this budget.

Signed: _____ Date: _____
Superintendent of Public Instruction

B. Approval of Board of Trustees.

This budget is approved by the Board of Trustees of High School District No. _____ County.

Signed: _____ Date: _____
Chairman, Board of Trustees

Signed: _____ Date: _____
Clerk, Board of Trustees

C. Approval of Board of School Budget Supervisors.

The Board of School Budget Supervisors of _____ County hereby approves this budget.

Signed: _____ Date: _____
Chairman, Board of School Budget Supervisors

Signed: _____ Date: _____
Clerk, Board of School Budget Supervisors

D. Levy of County Tax

The County Commissioners of _____ County hereby levy a tax of one mill on the taxable property within _____ County.

Signed: _____ Date: _____
Chairman, County Commissioners

SUMMARY - BUDGET SERIES

Actual Expenditures 1973-74	Current Expenditures 1974-75	Budget Series (21-00-)	Percentage of Proposed Budget	Proposed Budget 1975-76	STATE USE ONLY
\$	\$	0100 - Administration		\$	\$
		0200 - Supervision and Instruction			
		0300 - Multi-Media Resource Center			
		0400 - Supportive Services			
		0600 - Operation of Plant			
		0700 - Maintenance of Plant			
		1000 - Other Current Charges			
		1100 - Capital Outlay			
\$	\$	TOTAL		\$	\$

-290-

ADMINISTRATION BUDGET

Actual Expenditures 1973-74	Current Expenditures 1974-75	Budget Items (21-00-)	Proposed Budget 1975-76	STATE USE ONLY
\$	\$	Administration		
		0111 Salaries, Administrative	\$	\$
		0113 Salaries, Clerical		
		0158 Travel		
		0159 Other Expenses		
		.12 Auditing of Center		
		.20 School Election		
		.51 Supplies, Consumable		
		.52 Supplies, Non-Consumable (Minor Equip.)		
		.58 Maintenance and Repair		
		.60 Committee Meeting Expenses		
		.70 Office Equipment Rental		
		.90 School Memberships		
		.99 Other		
\$	\$	Total--Administration	\$	\$
		Other Current Charges		
\$	\$	1021 Social Security	\$	\$
		1022 Teachers' Retirement		
		1023 Public Employees' Retirement		
		1056 Insurance		
		.10 Health		
		.20 Industrial Accident		
		.30 Life Insurance		
		.40 Long-Term Disability--Income Protection		
		.50 Property		
		.99 Other		
		1059 Other Expenses		
\$	\$	Total--Other Current Charges	\$	\$
		Capital Outlay		
\$	\$	1164 Major Equipment	\$	\$
		1165 Other		
\$	\$	Total--Capital Outlay	\$	\$
\$	\$	Total--Administration Budget	\$	\$

-291-

APPENDIX IV
5.22

SELECTED ADMINISTRATION BUDGET ITEMS IN DETAIL

[illegible]

ANCILLARY BUDGET

Actual Expenditures 1973-74	Current Expenditures 1974-75	Budget Items (21-00-)	Proposed Budget 1975-76	STATE USE ONLY
\$	\$	Supervision and Instruction		
		0211 Salaries, Supervisory	\$	\$
		0212 Salaries, Instructional		
		0213 Salaries, Clerical		
		0213.1 Supervisory		
		0213.2 Instructional		
		0231 Supplies, Non-Consumable (Minor Equipment)		
		0232 Supplies, Consumable		
		0258 Travel		
		0258.1 Supervisory		
		0258.2 Instructional		
		0258.3 Consultant		
		0259 Other Expenses		
		0259.1 Supervisory		
		0259.2 Instructional		
		.18 Work-Study		
		.40 Curriculum Materials		
		.70 Rental of Equipment		
		.99 Other		
		0259.3 Consultant		
		0285 Consultant Fees		
\$	\$	Total--Supervision and Instruction	\$	\$
\$	\$	Multi-Media Resource Center		
		0311 Salaries, Professional	\$	\$
		0313 Salaries, Clerical		
		0314 Salaries, Aide		
		0340 Materials		
		.10 Books		
		.20 Periodicals		
		.30 Pamphlets		
		.40 Non-Printed		
		.50 Television		
		.99 Other		
		0331 Supplies, Non-Consumable (Minor Equipment)		
		0332 Supplies, Consumable		
		0358 Travel		
		0359 Other Expenses		
\$	\$	Total--Multi-Media Resource Center	\$	\$

ANCILLARY BUDGET--contd.

Actual Expenditures 1973-74	Current Expenditures 1974-75	Budget Items (21-00-)	Proposed Budget 1975-76	STATE USE ONLY
		Supportive Services		
\$	\$	0411 Salaries, Professional	\$	\$
		0413 Salaries, Clerical		
		0458 Travel		
		0459 Other Expenses		
		.14 Postage		
		.16 Testing Materials		
		.20 Counseling Materials		
		.50 Promotion		
		.51 Supplies, Consumable		
		.52 Supplies, Non-Consumable (Minor Equip.)		
		.60 Commencement Expenses		
		.90 Printing		
		.99 Other		
\$	\$	Total--Supportive Services	\$	\$
		Operation of Plant		
\$	\$	0610 Salaries	\$	\$
		0681 Heat for Buildings		
		0682 Utilities, except Heat		
		.10 Electrical Power		
		.30 Water		
		.32 Sewerage		
		.35 Garbage		
		.40 Telephone		
		.99 Other		
		0650 Supplies and Other Expenses		
\$	\$	Total--Operation of Plant	\$	\$
		Maintenance of Plant		
\$	\$	0710 Salaries	\$	\$
		0734 Replacement and Parts		
		0780 Contracted Services		
		.10 Security		
		.20 Replacement and Repair		
		.99 Other		
\$	\$	Total--Maintenance of Plant	\$	\$

ANCILLARY BUDGET--contd.

Actual Expenditures 1973-74	Current Expenditures 1974-75	Budget Items (21-00-)	Proposed Budget 1975-76	STATE USE ONLY
		Other Current Charges		
\$	\$	1021 Social Security	\$	\$
		1022 Teachers' Retirement		
		1023 Public Employees' Retirement		
		1056 Insurance		
		.10 Health		
		.20 Industrial Accident		
		.30 Life		
		.40 Long-Term Disability--Income Protection		
		.50 Property		
		.99 Other		
		1057 Rental of Land and Buildings		
		1059 Other Expenses		
\$	\$	Total--Other Current Charges	\$	\$
		Capital Outlay		
\$	\$	1164 Major Equipment	\$	\$
		.20 Supervisory		
		.30 Media		
		.50 Supportive Services		
		.60 Custodial		
		.99 Other		
		1165 Other		
		.20 Site Procurement		
		.30 SID (Special Improvement District)		
		.40 Construction		
		.50 Remodeling		
		.99 Other		
\$	\$	Total--Capital Outlay	\$	\$
\$	\$	Total--Ancillary Budget	\$	\$

-295-

PROGRAM BUDGET

Program: _____

☐ New ☐ Ongoing

Actual Expenditures 1973-74	Current Expenditures 1974-75	Budget Items (21-00-)	Proposed Budget 1975-76	STATE USE ONLY
		Supervision and Instruction		
\$	\$	0211 Salaries, Supervisory	\$	\$
		0212 Salaries, Instructional		
		0213 Salaries, Clerical		
		0213.1 Supervisory		
		0213.2 Instructional		
		0231 Supplies, Non-Consumable (Minor Equipment)		
		0232 Supplies, Consumable		
		0258 Travel		
		0258.1 Supervisory		
		0258.2 Instructional		
		0258.3 Consultant		
		0259 Other Expenses		
		0259.1 Supervisory		
		0259.2 Instructional		
		.45 Field Trips		
		.55 Sub-Contracts		
		.58 Maintenance and Repair		
		.70 Rental of Equipment		
		.99 Other		
		0259.3 Consultant		
		0285 Consultant Fees		
\$	\$	Total--Supervision and Instruction	\$	\$

-297-

APPENDIX 11
3.122

PROGRAM BUDGET--contd.

Program: _____

Actual Expenditures 1973-74	Current Expenditures 1974-75	Budget Items (21-00-)	Proposed Budget 1975-76	STATE USE ONLY
		Other Current Charges		
\$	\$	1021 Social Security	\$	\$
		1022 Teachers' Retirement		
		1023 Public Employees' Retirement		
		1056 Insurance		
		.10 Health		
		.20 Industrial Accident		
		.30 Life		
		.40 Long-Term Disability--Income Protection		
		.50 Property		
		.99 Other		
		1059 Other Expenses		
\$	\$	Total--Other Current Charges	\$	\$
		Capital Outlay		
\$	\$	1164 Major Equipment	\$	\$
		1165 Other		
\$	\$	Total--Capital Outlay	\$	\$
\$	\$	Total--Program Budget	\$	\$

Area of Training	USOE Code	Hours of Instruction	Estimated Total Enrollment	Estimated Disadvantaged	Estimated Handicapped	Maximum Students that can be Accommodated

Program: _____

[illegible]

EXPENDITURE AND REVENUE ACCOUNTING CODE
POST-SECONDARY VOCATIONAL-TECHNICAL CENTER FUND 21

ADMINISTRATION

- 21-00-0111 Salaries, Administrative. Salaries and prorated portions of salaries paid to professional administrative personnel.

Include salary of center director in this category.
- 21-00-0113 Salaries, Clerical. Salaries and prorated portions of salaries for secretarial and clerical personnel for the administrative staff.

Include the salaries for the director's secretary and bookkeeper in this category.
- 21-00-0158 Travel. Expenditures for the travel of administrative personnel.

This category includes travel, in- and out-of-district, for center director, fiscal officer (bookkeeper), secretary and school administrators who are traveling on official vocational-technical center business.
- 21-00-0159 Other Expenses. All other administrative expenses, including auditing of center, school election, consumable and non-consumable supplies, maintenance and repair, committee meeting expenses, office equipment rental, school memberships and other.

SUPERVISION AND INSTRUCTION

- 21-00-0211 Salaries, Supervisory. Salaries and prorated portion of salaries for certified supervisory personnel.

Included in this category, as part of the ancillary budget, are assistant directors who are responsible for curriculum, student and faculty relations and the physical facility. When utilizing this category as part of the program budget, include paid department heads and individuals such as cooperative coordinators.
- 21-00-0212 Salaries, Instructional. Salaries and prorated portions of salaries for certified teaching personnel, including substitute teachers.
- 21-00-0213 Salaries, Clerical.

21-00-0213.1 Supervisory. Salaries and prorated portions of salaries for secretarial and clerical services for the supervisory staff.

Secretaries to assistant directors are included in this category as part of the ancillary budget. Clerical personnel for department heads and cooperative coordinators would be included as part of the program budget.

- 21-00-0213.2 Instructional. Salaries and prorated portions of salaries for secretarial and clerical services for the instructional staff.
- 21-00-0231 Supplies, Non-Consumable. Expenditures for all instructional supplies not consumed in the teaching-learning process, including minor equipment costing less than \$200 each (items costing more than \$200 are listed under Major Equipment, item 21-00-1164).
- As part of the ancillary budget, include only items utilized by the entire school, for example, an electric pencil sharpener. Amounts appearing in this category as part of the program budget include minor equipment used exclusively in each individual program area.
- 21-00-0232 Supplies, Consumable. Expenditures for all instructional supplies constructively consumed in the teaching-learning process.
- As part of the ancillary budget this category includes supplies common to all instructional programs, such as duplicating fluid and masters, paper, Xerox copies, chalk, etc. When this category is used as part of the program budget it includes supplies used exclusively in each individual program area.
- 21-00-0258 Travel.
- 21-00-0258.1 Supervisory. Expenditures for the travel of supervisory personnel.
- Include in- and out-of-district travel for assistant directors as part of the ancillary budget. As part of the program budget this would include in- and out-of-district travel for department heads and cooperative coordinators.
- 21-00-0258.2 Instructional. Expenditures for the travel of instructional personnel.
- This category should be utilized only in program budgets.
- 21-00-0258.3 Consultant. Expenditures for the travel of consultants.
- 21-00-0259 Other Expenses.
- 21-00-0259.1 Supervisory. Other miscellaneous expenses for supervisory personnel not elsewhere classified.
- Included in this category would be office supplies and materials used only by supervisory personnel as part of the ancillary budget, including assistant directors and their secretaries. As a part of the program budget, it would include supplies used by department heads, cooperative coordinators, etc.

- 21-00-0259.2 Instructional. Other miscellaneous expenses for instructional personnel not elsewhere classified.

Specific categories in the ancillary budget are work-study (not more than 30 percent of the salaries used for post-secondary vocational-technical students working on campus may be budgeted), curriculum materials for proposed program offerings and rental of equipment. Specific items in the program budget are field trips, sub-contracts (contracting with another school or outside agency to provide instruction), maintenance and repair and rental of equipment.

- 21-00-0259.3 Consultant. Other miscellaneous expenses for consultants not elsewhere classified.

- 21-00-0285 Consultant Fees. Fees for outside consultative services employed in connection with the instructional program.

MULTI-MEDIA RESOURCE CENTER

- 21-00-0311 Salaries, Professional. Salaries of professional librarians or media specialists attached to the multi-media resource center.

- 21-00-0313 Salaries, Clerical. Salaries or prorated portions of salaries for secretarial and clerical services for the multi-media resource center.

- 21-00-0314 Salaries, Aide. Salaries of multi-media resource center aides.

- 21-00-0340 Materials. Expenditures for all materials used and retained by the multi-media resource center used in the teaching-learning process, including the rental of such materials as books, periodicals, films, filmstrips, pamphlets, non-printed material, television, blank tapes, prerecorded tapes, records, charts, maps and transparencies. Minor equipment (costing less than \$200 each) should be listed under item 21-00-0331 and major equipment (costing \$200 each or more) should be listed under item 21-00-1164.

- 21-00-0331 Supplies, Non-Consumable. Expenditures for all supplies not consumed in the teaching-learning process, including minor equipment costing less than \$200 each.

- 21-00-0332 Supplies, Consumable. Expenditures for all multi-media resource center supplies constructively consumed in the teaching-learning process, including such things as book binding materials, catalog cards, etc.

- 21-00-0358 Travel. Expenditure for the travel of multi-media resource center personnel.

- 21-00-0359 Other Expenses. Other miscellaneous expenses for the multi-media resource center not elsewhere classified.

SUPPORTIVE SERVICES

- 21-00-0411 Salaries. Salaries of physicians, psychiatrists, school nurses and other health personnel, truant officers, counselors, home-school counselors and school social workers.
- 21-00-0413 Salaries, Clerical. Salaries or prorated portions of salaries for secretarial and clerical services for supportive services staff.
- 21-00-0458 Travel. Expenditures for the travel of supportive services personnel.
- 21-00-0459 Other Expenses. Other miscellaneous expenses for supportive services not elsewhere classified, such as postage, testing materials, counseling materials, promotion, supplies (consumable and non-consumable), commencement expenses, printing and other.

OPERATION OF PLANT

- 21-00-0610 Salaries. Salaries or prorated portions of salaries of custodians, matrons, general utility men, groundskeepers, telephone operators, truck drivers, stock clerks and supervisory or clerical personnel in connection with plant operation activities.
- 21-00-0681 Heat for Buildings. Expenditures for coal, steam, electricity, gas, fuel oil and wood used for heating. Include contract cost with other agencies for the provision of heat.
- 21-00-0682 Utilities, except Heat. Expenditures for water, sewerage, garbage, electrical power, telephone and telegraph.
- 21-00-0650 Supplies and Other Expenses. Custodial supplies, maintenance expenses on vehicles used for hauling supplies and equipment, miscellaneous expenses in the care of the grounds, office supplies in connection with a central stores operation and any other supplies used in the operation of the plant.

MAINTENANCE OF PLANT

- 21-00-0710 Salaries. Salaries and prorated portions of salaries of carpenters, plumbers, electricians and similar personnel engaged in maintenance of the plant. If custodians or other personnel denote a portion of their time to plant maintenance activities, their salaries should be prorated in proportion to the time spent on these activities.
- 21-00-0734 Replacement and Parts. Expenditures for piece-for-piece replacement of equipment and parts.
- 21-00-0780 Contracted Services. Expenditures, including labor and other expenses, for the repair of buildings, equipment and grounds by personnel who are not on the payroll of the school district, including security and replace and repair.

OTHER CURRENT CHARGES

- 21-00-1021 Social Security. Employer's contribution for social security.
- 21-00-1022 Teachers' Retirement. Employer's contribution for teachers' retirement.
- 21-00-1023 Public Employees' Retirement. Employer's contribution for public employees' retirement.
- 21-00-1056 Insurance. Premiums for all forms of property insurance for fire, theft, storm and other cause, health, industrial accident, life, long-term disability--income protection, including costs of appraisals of property for insurance purposes.
- 21-00-1057 Rental of Land and Buildings. Expenditures for the rental of land and buildings for instructional purposes.
- 21-00-1059 Other Expenses. Any other expenses of a generally recurrent nature which cannot be elsewhere classified.

CAPITAL OUTLAY

- 21-00-1164 Major Equipment. Expenditures for items of major equipment costing \$200 or more.

Equipment for administrative use should be budgeted in the administrative budget. This would include equipment for the center director, his secretary or bookkeeper.

The ancillary budget should be used for budgeting equipment purchases for supervisory personnel (including assistant directors and their secretarial personnel), department heads, cooperative coordinators and equipment common to all instructional programs, such as duplicating equipment, etc.

Major items of instructional equipment should be budgeted under the program budgets for each instructional program. Instructional equipment is that which is used by pupils and instructional staff in the instructional program, such as desks, chairs, tables, book-cases, workbenches, shop machinery and tools, sewing machines, etc.

- 21-00-1165 Other. Any item of capital outlay, including site procurement, special improvement district, construction and remodeling.

REVENUE SOURCES

DISTRICT

- 21-00-24 Student Fees. Money received from students for fee payments.

21-00-98 Cash Reappropriated. Any balance of money available for the ensuing year after deduction of outstanding warrants.

COUNTY

21-00-34 County Levy. Proceeds from the county levy for post-secondary vocational-technical education centers.

STATE

21-00-46 Other State Financing. State money, other than the primary source, provided for the support of the post-secondary vocational-technical center by the State Board of Public Education.

21-00-47 Primary Source. State financing of post-secondary vocational-technical centers that are designated as the primary source of financing by the state legislature.

FEDERAL

21-00-54 Federal Revenue. Federal money for the support of the post-secondary vocational-technical centers.

State of Montana
Office of the Superintendent
of Public Instruction
Dolores Colburg, Superintendent
Helena 59601

PROPOSAL FOR
EXEMPLARY VOCATIONAL
EDUCATION PROGRAM

Due: April 7, 1975

Directions:

1. District superintendent or chief administrative officer submit two copies to the Director, Vocational Skills, Office of the Superintendent of Public Instruction, Helena 59601. One copy will be returned with action noted.
2. Submit this cover page, with the narrative and budget (using budget form provided) as outlined in Section II - Proposal.

Dist. No.	Elementary	County	City	ZIP Code	School
	High School				
	Other				

Table of Contents

I. GUIDELINES

- A. Nature and Purpose of Exemplary Program
- B. Regulations for Conducting an Exemplary Program
- C. Preparation of Proposal
- D. Approval of Proposal
- E. Coordination of Exemplary Programs
- F. Participation of Students Enrolled in Private Nonprofit Schools
- G. Evaluation of Exemplary Program

II. PROPOSAL (Begin each major division (A,B,C,D) on a separate page.)

- A. Title Page
- B. Fly Leaf
- C. One-Page Abstract
- D. Body of the Proposal
- E. Estimated Budget

III. APPLICANT CHECK LIST

- A. Educational Significance
- B. Plan of Operation
- C. Personnel and Facilities
- D. Economic Efficiency

Authorization

The attached application is a request for assistance from funds available under Part D of the Vocational Education Amendments of 1968 (P.L. 90-576). This application is true and complete to the best of my knowledge and belief.

Signed: _____ Date: _____
 Administrative Officer

_____ Date: _____
 Chairman, Board of Trustees

_____ Date: _____
 Project Director

I. GUIDELINES

A. Nature and Purpose of Exemplary Program

Authorization is given under Part D of the Vocational Education Amendments of 1968 to provide all or part of the cost of exemplary programs and projects in vocational education. Exemplary programs and projects are defined as vocational education programs and projects which provide innovative and new ways (a) to create bridges between school and earning a living for young people who are still in school, who have left school either by graduation or by dropping out, or who are in post-secondary programs of vocational preparation, (b) to promote cooperation between public education and manpower agencies, and (c) to broaden occupational aspirations and opportunities for youths, with special emphasis given to youths who have academic, socioeconomic or other handicaps.

B. Regulations for Conducting an Exemplary Program

Exemplary programs and projects are to be proposed and conducted in accordance with the applicable Federal regulations. These regulations are contained in Title 45, Chapter I, Part 102 of the Code of Federal Regulations. They were published in the Federal Register, Volume 39, Number 143, Part III, on July 24, 1974. Persons interested in initiating an exemplary project should familiarize themselves with the regulations before undertaking the preparation of a proposal.

C. Preparation of Proposal

The proposal should be typewritten and reproduced on white 8½" x 11" paper on one side only. The body of the proposal should be concise but sufficiently complete to provide reviewers with the information necessary for a sound evaluation of the proposed activity. The copies of the proposal should be side-stapled along the left margin. No special binders or hard covers are to be used.

D. Approval of Proposal

Project proposals will be reviewed by the Vocational Skills component staff. Projects recommended for approval will be submitted to the Board of Public Education for action. Projects not recommended for approval will be returned to the applicant agency with a letter stating the reasons for nonapproval.

E. Coordination of Exemplary Programs

Grantees and contractors shall establish and maintain effective procedures to coordinate the activities of their approved projects with (a) the operations of other exemplary projects and programs, (b) the State Plan for the Administration of Vocational Education, and (c) other public and private programs having the same or similar purposes.

F. Participation of Students Enrolled in Private Nonprofit Schools

Provision shall be made for the genuine and meaningful participation in the exemplary programs and projects of students enrolled in private nonprofit schools to the extent consistent with the number of students enrolled in such schools in the area being served by the exemplary program whose educational needs are of the types which the program is designed to meet.

G. Evaluation of Exemplary Program

In accordance with Federal regulations, each exemplary project must include an evaluation plan to be carried out by a third party for the purpose of evaluating the effectiveness of the project. Such plan shall describe the steps by which the grantee will:

1. Determine the extent to which the objectives of the program have been accomplished;
2. Determine what factors either enabled or precluded the accomplishment of these objectives; and
3. Promote the inclusion of the successful aspects of the program into vocational education programs supported with funds other than those provided under the grant.

II. PROPOSAL

Submitted to the Superintendent of Public Instruction under the provisions of Section 142(d) of Part D of the Vocational Education Amendments of 1968.

A. Title Page

The title page for the proposal will contain the information listed below.

Project Title:	(The title should be concise, descriptive and as specific as possible. Avoid technical terms that are obscure. Title should not exceed 150 typewritten spaces.)
Applicant Organization:	(Name and mailing address of applicant agency or organization.)
Submitted By:	(Name, position and mailing address of the authorized official submitting application. This must be someone in a position to assume such authority and to commit the agency or organization to the undertakings projected in the proposal. If the application is submitted jointly by two or more agencies, authorization by each agency is required.)
Telephone Number:	(Telephone number of official submitting the application.)

Project Director: (Name, position and mailing address of the project director, if different from person submitting application.)

Federal Funds Requested: \$ _____ (First Year)
\$ _____ (Anticipated Second Year)
\$ _____ (Anticipated Third Year)
\$ _____ Total

Duration: (Proposed beginning and ending dates.)

Time Span: (Total number of months required.)

Date Transmitted: _____

B. Fly Leaf

The fly leaf should contain the following background data.

1. State whether this or a similar proposal was previously submitted to this or another agency. If so, when and to whom.
2. State whether this is a proposed extension, continuation or addition to a project previously or currently supported by this or another agency. If so, identify the original project.
3. State the names and titles of all Office of the Superintendent of Public Instruction staff members previously contacted in connection with the development of this proposal (if any).
4. Identify the nature of the applicant organization, in terms of one of the following types: local educational agency, state institution, private nonprofit institution, private profitmaking institution or organization.
5. Provide the following details about the location of the applicant organization:
 - a. School District Number, if any
 - b. Street
 - c. City
 - d. County
 - e. State
 - f. Postal ZIP Code Number
6. Provide the following details about the location where the project is to be conducted if different from above:

- a. Street
- b. City
- c. County
- d. State
- e. Postal ZIP Code Number

C. One-Page Abstract

On a full, single page, present an abstract of the proposal, using the following outline.

- 1. Title of the project.
- 2. Name of project director.
- 3. Name of applicant organization.
- 4. Duration of project.
- 5. Total Part D federal funds requested.
- 6. A summary of the objectives of the project, the procedures to be followed and expected contributions that the project will make to the improvement of education. This statement must not exceed 2000 characters and spaces.

D. Body of the Proposal

1. Problem

Discuss the problem area toward which the project is directed, including the need for (a) creating bridges between school and earning a living for young people; (b) promoting cooperation between public education and manpower agencies; and (c) broadening occupational aspirations and opportunities for youths. (Note: Special consideration will be given to proposals which provide emphasis on youths who have academic, socioeconomic or other handicaps.) Describe local, state and national research studies which help to identify and delineate the problem area.

2. Description

In brief and broad-brush fashion, describe the overall nature of the proposed project and show how it relates to the problem area discussed above. Identify new concepts or innovations involved in the proposed project. Cite previous research and development projects in which the new concepts and/or innovations were formulated and tested. Discuss the findings of earlier research and development projects which provide a basis for the proposed exemplary project. Indicate how the proposed project differs from traditional programs or procedures and what it may accomplish that is not already in general practice.

3. Objectives

List the specific objectives to be achieved in the proposed project. These objectives should be sharply defined, clearly stated, capable of being attained by the proposed procedures and capable of being measured.

4. Administration

Describe the administrative structure for the proposed project, including the advisory groups to be used. (A proposed organization chart might be included here.) Indicate how youths, parents, community groups, labor and management representatives and others are to be involved in the planning and administration of the project.

5. Procedures

Describe the procedures that are to be used to achieve each objective of the proposed project.

6. Methods and Materials

Describe the materials and methods to be used and explain how they will be adapted, combined and utilized in the project. Cite previous research and development projects in which the various materials and methods were developed and tested.

7. Schools and Locations

Describe the methods and criteria used in selecting the school(s) and/or location(s) for the project. In chart form, indicate the name of each school, the grade levels served by each school, the number of students enrolled in each school, and the number of teachers, counselors and paraprofessionals employed in each school. Provide information about the socioeconomic nature of the area in which the project is located, including the major features of the economy, the types of occupations represented, the rural, suburban, or urban characteristics, the ethnic composition of the population, the proportion of disadvantaged families, etc.

8. Participants

Describe the criteria for student participation and indicate the numbers, types and grade levels of students and others who will be participating in the project. Indicate the total student population in the school system and estimate the percentage represented by those participating in the project. Explain the procedures that will be followed to insure that, to the extent consistent with the number of students enrolled in nonprofit private schools in the area to be served whose educational needs are of the type which the project is designed to meet, provision is made for the participation of such students. Estimate the number of such students who will actually participate.

9. Time Schedule

In chronological order, indicate the approximate length of time required for each aspect of the project and show relationships among actions, events and products, together with scheduled completion dates. A network analysis chart (PERT or other appropriate type) should be included.

10. Coordination and Dissemination

Describe the procedures that will be utilized to coordinate the activities of this project with (a) the operations of other exemplary projects and programs, (b) the State Plan for the Administration of Vocational Education, and (c) other public and private programs having the same or similar purposes. Describe how the results of this project are to be disseminated; indicate the steps that will be taken to make materials, techniques and other outputs of the project available to others.

11. Evaluation

Describe the arrangements which have been or will be made to select an independent agency or organization to conduct a third-party evaluation of the project. Outline the evaluation plan which is to be carried out by the independent agency or organization in order to (a) determine the extent to which the objectives of the project have been accomplished; (b) determine what factors either enabled or precluded the accomplishment of these objectives; and (c) promote the inclusion of the successful aspects of the project into ongoing programs supported with funds other than those provided under this project. Explain how cost information will be collected on each component of the project, so that potential transportability of the project activities can be meaningfully judged. Describe the evaluative procedures to be employed, data to be gathered and the analyses to be made in order to determine the extent to which the objectives of the project are being achieved. Indicate how the effectiveness of each component of the project will be assessed in terms of student outcomes. Provide a time schedule for the third-party evaluation, with provisions for an interim evaluation report at the end of the first year of the project, an interim evaluation report at the end of the second year of the project, and a final evaluation report at the end of the third year of the project.

12. Personnel

Provide the following details about the person who is proposed to serve as project director for the project.

- a. Name
- b. Birth date
- c. Title of present position
- d. Social Security number
- e. Title of address (Dr., Mrs., etc.)

f. Proposed time commitment if this project is funded:

Teaching duties - percent of time
Continuing administrative duties - percent of time
Consultant services - percent of time
Time devoted to other projects (give title, project
number and funding agency for such projects) - percent
of time
Time to be committed to this project - percent of time
Other time commitments - percent of time

Total - 100%

g. Brief statement of background, experience and qualifications

Also provide the name, title, social security number, percent of time-on-project and a brief statement of the pertinent experience and qualifications of the other key personnel who will be assigned to the project. If specific individuals have not yet been selected for some positions, state the qualifications and experience that will be required of persons to be recruited. Include information on anticipated consultants, advisory council members, etc., when possible. Indicate whether such individuals have tentatively agreed to assist with the project.

13. Facilities

Describe any special equipment, physical facilities and similar advantages available to the applicant organization which would aid in the conduct of the project. When the cooperative use of the facilities of other schools, agencies or organizations is essential to the conduct of the project, indicate the extent and nature of the assurance of such cooperation. Document this assurance by attaching letters from the cooperating organizations, if possible.

14. Special Funding Provisions

Explain the procedures that will be followed to assure that Federal funds made available for this project will not be commingled with state or local funds in such a way as to lose their identity as Federal funds. Provide a statement of assurance that no fees or charges will be collected from students as a condition of enrollment or participation in or completion of any training or instruction offered under the project. Describe the steps which will be taken to insure that successful aspects of this exemplary project will be incorporated into regular program operations and supported from regular funding sources after the termination of the special Federal assistance under Part D of the Act. (Federal assistance under Part D is limited to not more than 36 months.)

15. Board Commitment

Attach a photo copy of an official policy resolution passed by the board of trustees of the participating local school district or by the board of trustees or other governing body of the applicant institution or organization. The resolution should state that it is the policy of the board to move the school system, institution or organization into a major focus on career-oriented education and that this proposed project, if approved and funded, will represent a key element in the board's strategy for achieving this goal.

E. Estimated Budget

Use the forms provided to submit an estimated budget for the project.

III. APPLICANT CHECK LIST

Before submission, proposals should be reviewed in terms of the following check list.

A. Educational Significance

1. The project is focused on problem areas of major importance in (a) creating bridges between school and earning a living for young people, (b) promoting cooperation between public education and manpower agencies, and (c) broadening occupational aspirations and opportunities for youths. (Special consideration is to be afforded to projects in which emphasis is given to youths who have academic, socioeconomic or other handicaps.)
2. The programs or procedures to be utilized appear to be practical and feasible for rather wide application in the educational system.
3. The project utilizes relatively new approaches and tested innovations which have emerged from recent research and development work.

B. Plan of Operation

1. The objectives of the project are sharply defined, clearly stated, capable of being attained by the proposed procedures and capable of being measured.
2. The procedures for achieving the objectives are appropriate, technically sound and spelled out in full detail.
3. The proposal includes provisions for an independent third-party evaluation to determine the effectiveness of the project and the extent to which the objectives were accomplished.
4. The proposal is internally consistent; it presents a direct, straight-line relationship between the objectives, procedures and evaluation.

5. The proposal includes realistic procedures for coordinating the activities of this project with other projects and programs having the same or similar purposes. Adequate plans are described for disseminating the results of the project. Reasonable steps are outlined for making materials, techniques, and other outputs of the project available to others.
6. The proposal includes suitable procedures for insuring that, to the extent consistent with the number of students enrolled in nonprofit private schools in the area to be served whose educational needs are of the type which the project is designed to meet, provision is made for the participation of such students.
7. The proposal makes provisions for the involvement of youths, parents, community groups, labor and management representatives, and others in planning and administration of the project.
8. The proposal provides specific information about the schools which will be participating in the project and about the socioeconomic nature of the geographic area in which the project will be located.
9. The proposal includes a supporting policy resolution passed by the board of the participating school district or applicant organization.

C. Personnel and Facilities

1. The person proposed as project director has a strong background of educational qualifications and relevant experience.
2. The proposed staff consists of individuals who are skilled and knowledgeable concerning the type of program represented in the proposal.
3. The proposal provides, where appropriate, for the use of outside consultants and for the involvement of specialists from disciplines other than education.
4. The facilities and equipment available for carrying out the program are adequate.
5. Any necessary cooperative use of the facilities of other schools, agencies or organizations has been worked out in advance and such cooperation has been assured.

D. Economic Efficiency

1. The budget is realistic and budget items are related specifically to the procedures that are to be followed.
2. Estimated cost of the program is reasonable in relation to the anticipated results.
3. The proposal includes suitable procedures to assure that Federal funds made available for the project will not be commingled with state or local funds.

4. The proposal contains a statement of assurance that no fees or charges will be collected from students as a condition of participation in training or instruction offered under the project.
5. Appropriate steps are described to insure that successful aspects of this exemplary project will be incorporated into regular program operations and supported from regular funding sources after the termination of the special Federal assistance under Part D of the Act.

ESTIMATED BUDGET

Directions:

1. Round off figures to nearest dollar.
2. On item 08-01-0212 show only the salary of instructors applicable to this project.

Budget Items	Total Amount Budgeted for Project Exp.	STATE USE ONLY Budget Approved for Reimbursement
ADMINISTRATION		
08-01-0111 Administrative salaries		
08-01-0150 Other expenses		
TOTAL ADMINISTRATION		
INSTRUCTION		
08-01-0211 Supervisory salaries		
08-01-0212 Instructional salaries		
08-01-0213 Clerical salaries		
08-01-0232 Instructional supplies		
08-01-0233 Instructional minor equipment*		
08-01-0251 Other supervisory expenses		
08-01-0252 Other instructional expenses		
08-01-0258 Instructional travel		
08-01-0285 Consultant fees		
08-01-0288 Consultant travel		
08-01-0289 Other consultant expenses		
TOTAL INSTRUCTION		
SUPPORTIVE SERVICES		
08-01-0411 Guidance salaries		
08-01-0413 Clerical salaries		
08-01-0458 Guidance travel		
08-01-0459 Other guidance expenses		
TOTAL SUPPORTIVE SERVICES		
MAINTENANCE OF PLANT		
08-01-0734 Inst. equipment maintenance & repair		
TOTAL MAINTENANCE OF PLANT		
OTHER CURRENT CHARGES		
08-01-1021 Social Security		
08-01-1022 Teachers' retirement		
08-01-1023 Public employees' retirement		
08-01-1056 Insurance		
08-01-1057 Rental of lands and buildings		
08-01-1059 Other expenses		
TOTAL OTHER CURRENT CHARGES		
CAPITAL OUTLAY		
08-01-1164 Instructional major equipment**		
TOTAL CAPITAL OUTLAY		
GRAND TOTAL		

*Expenditures for all instructional equipment having a unit cost of less than \$300.

**Expenditures for all instructional equipment having a unit cost of \$300 or more. See page 4 for Itemized List of Major Instructional Equipment.

ITEMIZED LIST OF MAJOR INSTRUCTIONAL EQUIPMENT

3.22

List all major instructional equipment to be purchased having a unit cost of \$300 or more.

Name of Equipment	Description*	Quantity	Total Cost
			\$
Total			\$

*Brief description of equipment: type, make, size, model, etc.

State of Montana
Office of the Superintendent
of Public Instruction
Dolores Colburg, Superintendent
Helena 59601

PROPOSAL FOR COOPERATIVE
VOCATIONAL EDUCATION
PROGRAM

Due: April 7, 1975

Directions:

1. District superintendent or chief administrative officer submit two copies to the Director, Vocational Skills, Office of the Superintendent of Public Instruction, Helena 59601 with completed Project Proposal for Vocational Education Program, F1701(s), applicable to this cooperative proposal.
2. Use the following outline in describing the project in such terms as to communicate the purpose and operation of the cooperative part of the program. Attach sheets as necessary.

Dist. No.	<input type="checkbox"/> Elementary <input type="checkbox"/> High School	County	City	ZIP Code	School
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1. Name of coordinator and number of coordination periods per day:

Name of Coordinator

No. of Coordination
Periods Per Day

2. Does the program comply with federal and state labor laws and regulations in regard to hours worked, age of students, employment conditions, student safety and student wages?
Yes ☐ No ☐
3. Does the program provide for liability and industrial insurance protection?
Yes ☐ No ☐
4. Attach a sample copy of the cooperative training agreement and the policies which govern cooperative training.
5. Attach a sample copy of the cooperative training evaluation form(s) to be used.
6. Describe the procedures used to assure that suitable training stations are available for students enrolled in the cooperative program.
7. Describe additional costs to students and/or employers for participation in this program (if applicable).
8. Complete the attached "Estimated Budget" in accordance with the instructions under Section C of the Procedures for Submitting Local Vocational Education Projects (F4619).

Signed: _____ Date: _____
Teacher-Coordinator

ESTIMATED BUDGET

Directions:

1. Round off figures to nearest dollar.
2. On item 08-01-0212 show only the salary of instructors applicable to this project.

Budget Items	Total Amount Budgeted for Project Exp.	STATE USE ONLY Budget Approved for Reimbursement
ADMINISTRATION		
08-01-0111 Administrative salaries		
08-01-0150 Other expenses		
TOTAL ADMINISTRATION		
INSTRUCTION		
08-01-0211 Supervisory salaries		
08-01-0212 Instructional salaries		
08-01-0213 Clerical salaries		
08-01-0232 Instructional supplies		
08-01-0233 Instructional minor equipment*		
08-01-0251 Other supervisory expenses		
08-01-0252 Other instructional expenses		
08-01-0256 Instructional travel		
08-01-0285 Consultant fees		
08-01-0288 Consultant travel		
08-01-0289 Other consultant expenses		
TOTAL INSTRUCTION		
SUPPORTIVE SERVICES		
08-01-0411 Guidance salaries		
08-01-0413 Clerical salaries		
08-01-0458 Guidance travel		
08-01-0459 Other guidance expenses		
TOTAL SUPPORTIVE SERVICES		
MAINTENANCE OF PLANT		
08-01-0734 Inst. equipment maintenance & repair		
TOTAL MAINTENANCE OF PLANT		
OTHER CURRENT CHARGES		
08-01-1021 Social Security		
08-01-1022 Teachers' retirement		
08-01-1023 Public employees' retirement		
08-01-1056 Insurance		
08-01-1057 Rental of lands and buildings		
08-01-1059 Other expenses		
TOTAL OTHER CURRENT CHARGES		
CAPITAL OUTLAY		
08-01-1164 Instructional major equipment**		
TOTAL CAPITAL OUTLAY		
GRAND TOTAL		

*Expenditures for all instructional equipment having a unit cost of less than \$300.

**Expenditures for all instructional equipment having a unit cost of \$300 or more. See page 4 for Itemized List of Major Instructional Equipment.

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	PROPOSAL FOR VOCATIONAL WORK-STUDY PROGRAM Fiscal Year 1976	
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Directions:

1. Please refer to Vocational Work-Study Programs (F3020) in completing this application.
2. District superintendent or chief administrative officer submit two copies to the Director, Vocational Skills, Office of the Superintendent of Public Instruction, Helena 59601. One copy will be returned with action noted.

Dist. No. <input type="checkbox"/> Elementary <input type="checkbox"/> High School	County	City	ZIP Code	School
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The local educational agency operates the following vocational education program(s). Check as appropriate.

<input type="checkbox"/> Agriculture	<input type="checkbox"/> Technical	<input type="checkbox"/> Remedial (Basic Education)
<input type="checkbox"/> Distributive	<input type="checkbox"/> Trade & Industrial	<input type="checkbox"/> Handicapped
<input type="checkbox"/> Health Occupations	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Disadvantaged
<input type="checkbox"/> Home Econ. Wage Earning	<input type="checkbox"/> Prevocational	<input type="checkbox"/> Cooperative
<input type="checkbox"/> Business & Office	<input type="checkbox"/> Post-Secondary Preparatory	

Estimated number of full-time students taking state and federal reimbursed vocational education courses who need financial help to stay in school. _____

Estimated number of part-time jobs available for this program in the school and other public agencies. _____

Number of dropouts last year (all students, grades 9-14) _____

Amount of local funds spent by the local educational agency for student employment for the following fiscal years:

July 1, 1972 - June 30, 1973
 July 1, 1973 - June 30, 1974
 July 1, 1974 - June 30, 1975

\$ _____
 \$ _____
 \$ _____

Amount of local funds anticipated to be available to the local educational agency for student employment for the July 1, 1975-June 30, 1976 fiscal year. \$ _____

Amount of federal funds requested for work-study program for July 1, 1975-June 30, 1976 (not more than 80% of total work-study expenditures will be reimbursed from federal funds for this period). \$ _____

Name and title of person who is responsible for making necessary work-study program reports to the Office of the Superintendent of Public Instruction for the local educational agency.

Name: _____ Title: _____

State of Montana
Office of the Superintendent
of Public Instruction
Dolores Colburg, Superintendent
Helena 59601

VOCATIONAL WORK-STUDY PROGRAMS
(Part H, the Vocational Education
Amendments of 1968)

Work-study programs differ from cooperative vocational education programs in that employment is arranged for students in work-study programs to enable them to continue their vocational education. Work-study jobs are not necessarily in the fields related to their studies, although this is desirable.

I. ADMINISTRATION

A. Must be administered by local educational agency

1. Submit two copies of Proposal for Vocational Work-Study Program (F3023) to the Director, Vocational Skills, Office of the Superintendent of Public Instruction, Helena 59601.
2. Submit Monthly Work-Study Report (F3223) to the address listed above.

B. Must be made available (to the extent of funding) to all qualified youth

1. Explain the program to all qualified youth
2. Consult with the student's employer
3. Process reports

II. ELIGIBLE STUDENTS

- A. The student must be accepted for enrollment or be enrolled in a qualified vocational education course (consumer-homemaking and industrial arts are not qualified courses for work-study).
- B. The student must be in financial need and employment is necessary to continue his vocational education program.
- C. The student must be at least 15 years and less than 21 years of age.
- D. The student must be capable of maintaining a good standing in school while working.

III. LIMITATIONS ON HOURS AND PAY

A. Academic Year Programs

1. Maximum of 15 hours per week
2. Maximum of \$45 per month or \$350 per academic year
3. Rate of pay should be commensurate with responsibilities (state minimum wage is \$2.00/hour as of January 1, 1975)
4. Maximum of \$60.00 per month or \$500 per academic year for students not within reasonable commuting distance from their homes

B. Summer Programs

1. No limit on hours and earnings if student is not enrolled on a full-time basis in summer school
2. Summer earnings will not limit the compensation paid during the academic year

IV. PLACE OF EMPLOYMENT

- A. Student may work for the school or for any federal, state or local agency.
- B. Student may not replace regular employees.
- C. A written agreement for employment with a federal agency must state that students are not considered federal employees for any purpose.

V. MAINTENANCE OF EFFORT

- A. The local educational agency must expend for employment as much as the average annual expenditure for student labor during the last three fiscal years.
- B. Source records for the average annual expenditure for student labor during the last three years must be available.

VI. CRITERIA FOR SCHOOL PRIORITY

- A. The school has a substantial number of dropouts and/or unemployment of youth.
- B. The school is located in an economically depressed area.

VOCATIONAL TEACHER EDUCATION DIRECTORY

Name of Institutions and Service Areas Offered	Head Teacher Educator	Number of Degrees Awarded (FY 1973)		
		Bacca- laureate	Masters	Doctorate
<u>Montana State University</u> <u>Bozeman, Montana 59715</u>				
Agricultural Education	Dr. Max L. Amberson, Head, Agricultural and Industrial Education Dept. Dr. Douglas Bishop, Associate Professor of Agricultural Education Dr. Douglas Polette, Assistance Professor of Agricultural and Industrial Education	22	2	
Distributive Education	Mr. Norman Millikin, Assistant Professor of Commerce (Head) Mr. Roger Luft, Instructor in Commerce	15	7	
Nutrition Clothing in Today's World Weaving Child Development (Infant and School Age) The Adolescent Marriage and Family Life Current Problems of the Consumer	Dr. Marjorie B. Keiser, Director of Home Economics Dr. Angelina Parsons, Associate Professor of Home Economics (Head) Miss Kathryn Davison, Assistant Professor of Home Economics	36		
Office Education Basic Business	Dr. Harvey Larson, Director of Commerce, Office and Basic Business Education Dr. Mary I. Uber, Associate Professor of Commerce	17	8	

-325-

APPENDIX VI
1.41

Dr. Daniel G. Hertz, Assistant
Professor of Commerce
Mr. Floyd C. Frost, Jr., Instructor
in Commerce
Mrs. Josephine L. Placek, Assistant
Professor of Commerce
Mr. DeForest J. Rall, Assistant Professor
of Commerce

University of Montana
Missoula, Montana 59801

Personal and Family Living	Mrs. Vanetta Lewis, Associate	21	
Food Economics	Professor of Home Economics (Head)		
Elementary Nutrition	Mrs. Sara C. Steensland, Chairman of		
Weaving	Home Economics		
Child Development			
Family Resource Management			
Family in the Economy			
Man's Shelter			
The Buyer in the Market Place			
Business Education	Dr. Donald Koeppen, Chairman of Business	21	4
	Education and Office Administration		
	(Head)		
	Dr. William E. Patton, Assistant Professor		
	of Business Education and Office		
	Administration		
	Ms. Margaret A. Swanson, Associate Professor		
	of Business Education and Office		
	Administration		
	Dr. JoAnne Brenholt, Instructor of Business		
	Education and Office Administration		

Northern Montana College
Havre, Montana 59501

Auto Mechanics
 Drafting
 Electronics
 *Trade and Technical

Dr. Albert Vander Linde, Dean	17	11
Vocational-Technical Division		
Dr. Earl R. Hepler, Chairman of		
Vocational-Technical Education (Head)		
Dr. August W. Korb, Professor of		
Industrial Arts and Vocational-		
Technical Teacher Education		
Mr. Howard J. Sorensen, Assistant		
Professor of Vocational-Technical		
Teacher Education		
Mr. Robert Hockett, Assistant Professor of		
Automotive Mechanics and Diesel		
Technology (Chairman)		
Mr. Orval Brenden, Associate Professor		
of Drafting Technology (Chairman)		
Mr. James Haefer, Associate Professor		
of Electronics (Chairman)		
Mr. Gerald Bekker, Assistant Professor		
of Diesel Technology		
Mr. Robert Miller, Instructor in		
Automotive Technology		

*An individual having the proper background in an apprenticeable trade or trades may receive up to 60 credits to be applied toward a Bachelor of Science Degree in vocational-technical education. A Bachelor of Science Degree can be granted upon evaluation of trade experience, successful completion of a trade competency examination and completion of appropriate academic studies. Degrees are available in the following areas: (1) auto mechanics, (2) auto body repair, (3) small engine repair, (4) diesel mechanics, (5) carpentry, (6) cabinetmaking, (7) masonry, (8) plumbing, (9) electrical--installation, (10) electrician--industrial, (11) airconditioning and refrigeration, (12) machine drafting, (13) architectural drafting, (14) sheet metal, (15) welding, (16) machine shop, (17) airframe and engine mechanics, (18) printing, (19) electronics--communication, (20) electronics--industrial, (21) cosmetology, (22) quantity food preparation, (23) civil technology, and (24) mechanical technology.

Business Education

Mr. Edmund Feeney, Instructor in
Automotive Technology
Mr. Michael Wojtowick, Assistant
Professor of Automotive Mechanics
Mr. Dale Anderson, Assistant Professor
of Drafting Technology
Mr. Valdamar Valdez, Associate
Professor of Drafting Technology
Mr. Thomas Grady, Assistant Professor
of Electronics
Mr. Richard Ives, Assistant Professor
of Electronics Engineering Technology
Mr. Conrad Nystrom, Instructor in
Welding
Mr. Cameron Worstell, Instructor in
Machine Shop
Mrs. Margaret E. Ott, Associate Professor
of Cosmetology

Dr. Jerry L. Wood, Associate Professor
and Chairman of Business and
Secretarial Science

CHARACTERISTICS OF THE DISADVANTAGED

Determination of inability to succeed in vocational education is not a simple matter and may well vary by instructional program. In the final analysis the determination of inability to succeed in the regular vocational education program is a matter of judgment which must be applied with the utmost reasonableness. The statute is directed to individuals and only those persons meeting the criterion listed below are counted as participating provided the special assistance or services are given. Knowledge of the reasons or causes for the situation are relevant only to assisting in overcoming the effect. Remedial actions or programs should be designed to treat effects of being disadvantaged.

I. Non-English Language Background

Students in this group come from home environments in which English is not the common language of communication. The four language categories specified below accounted for over 98 percent of the students in the bilingual education program of Title VII, Elementary and Secondary Education Act, for fiscal year 1970.

Spanish
American Indian
Eskimo
French

II. Race/Ethnic GroupsA. Negro

Self-explanatory

B. American Indian

Self-explanatory

C. Spanish Surnamed

Self-explanatory

D. Other

Self-explanatory

III. Low Family IncomeA. Welfare Recipient

The family or the person is dependent on social agencies for economic assistance.

B. Inadequate income for Basic Family Needs

This category includes those persons eligible for welfare. Family or other income deficiencies present major obstacles to successful vocational education. Available standards for income measurement include the Office of Economic Opportunity standards and the family income levels adjusted for numbers of family members used by the Bureau of Census in tabulations of "General Social and Economic Characteristics."

IV. Migrant Worker Family

A migratory agricultural worker is one who has moved with his family from one school district to another during the past year in order that he or other members of his immediate family might secure employment in agriculture or in related food processing activities.

V. Neglected and/or Delinquent

Children in this category are institutionalized or are not being provided effective home guidance and supervision.

A. Institution for Neglected Children

An institution for neglected children is a public or private nonprofit residential facility (other than a foster home) which is operated primarily for the care of, for an indefinite period of time, at least ten children who have been committed to the institution or voluntarily placed in the institution and for whom the institution has assumed or been granted custodial responsibility pursuant to applicable state law, because of the abandonment or neglect by, or death of parents or persons acting in the place of parents.

B. Institution for Delinquent Children

An institution for delinquent children is a public or private nonprofit residential facility which is operated primarily for the care of, for an indefinite period of time or for a definite period of time other than one of short duration, children who have been adjudicated to be delinquent children.

VI. Adults

Persons beyond the age of compulsory school attendance.

A. Functionally Illiterate

Persons who have limited ability in communication and computational skills which prevent them from obtaining stable and decent paying employment.

B. Unemployed

Persons who do not have stable and decent paying employment.

C. Offenders

Persons who are currently, or were formerly, committed to an institution of correction.

VII. Dropouts

A. Actual

Persons who have left school for any reason except death, before graduation or completion of a program of studies and without transferring to another school and who have not attained the age of 18 are considered dropouts.

B. Potential

Persons who may reasonably be expected to leave school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school and who have not attained the age of 18 are considered potential dropouts.

VIII. Geographic-Transportation Isolated

Persons who have severely restricted access to transportation resources and who may also have cultural traditions against modern or innovative technology that inhibit personal and occupational mobility.

A. Rural Isolation

Persons in sparsely settled areas, inadequately served by public services because of limited financial resources where exposure to cultural and a variety of employment opportunities is severely restricted.

B. Urban Isolation

Persons in heavily populated areas who reside where there is little contact with the mainstream and who are separated by economic and social restrictions.

C. Inadequate Transportation

DISADVANTAGED EFFECTS

The categories and definitions of the disadvantaged presented herein are designed to include all persons who cannot or are not succeeding in a regular vocational education program. For this reason, one or more allowable special services should be provided to enable the student to maximize the likelihood that he will successfully complete a vocational education program. The categories have been selected for ease of identification by the classroom teacher. Further, each category may have several remedial actions associated with it.

I. Academically Disadvantaged

These persons are not succeeding or cannot succeed in a regular vocational education program because of at least one educational deficiency.

A. Language (Speaking/Comprehension) Deficiency

Persons who are experiencing sufficient difficulty with verbal communication so that their capacity to learn is significantly reduced. Persons in this category may have one or more of the following characteristics.

Poor speech and/or limited formal vocabulary
Inability to use the formal language effectively in school
Serious language difficulties
Linguistically isolated from the population at large

1. English is secondary language

Persons whose language deficiency can be remedied by teaching English as a foreign language.

2. English is primary language

Persons whose language deficiency can be remedied by programs designed to increase language proficiency.

B. Reading and/or Writing Deficiency

Persons who are experiencing sufficient difficulty with reading and writing to reduce significantly their capacity to learn. Persons in this category may have one or more of the following characteristics.

Poor reading ability and limited formal vocabulary
Unable to read or write well enough to compete effectively with peers

Serious reading difficulties (possible illiterate)
Inability to write or communicate in writing

1. English is secondary language

Persons whose reading/writing deficiency can be treated by teaching English as a foreign language or by programs designed to achieve proficiency.

2. English is primary language

Persons whose reading/writing deficiency can be treated by programs designed to increase proficiency.

C. Computational Deficiency

Persons whose educational background in mathematics is not adequate to perform at the level required by the vocational education program. Persons in this category may have one or more of the following characteristics.

Serious difficulties in comprehending computational concepts
Insufficient computational skill to compete effectively with peers

D. General Educational Deficiency

The person who has two or more educational deficiencies, none of which is principally responsible for his inability to succeed. Persons in this category may have one or more of the following characteristics.

Unemployed or underemployed and needs training
Low achievement scores
Poor attendance record
School dropout
Potential school dropout
Unaware of educational procedures and/or opportunities
Parents or guardian unable to give guidance and support due to own lack of education

II. Socioeconomic or Other Nonacademic Effect

Persons who, through present and/or past experience, have developed attitudes which severely limit their ability to perform successfully in a vocational education program.

A. Behavior - Defiant Attitude Toward Others

Persons who exhibit excessive aggressive, antisocial, or disruptive behavior. Persons in this category may have one or more of the following characteristics.

- High incidence of involvement with the criminal justice system
- Defiance of rules and regulations
- Persists in trying to dominate the scene
- Unrestrained behavior
- Socially assertive and unconventional
- Disrupts the school program

B. Attitude - Passive, Apathetic

Persons who are not succeeding or cannot succeed in a regular vocational education program for one or more personal reasons. Persons in this category may have one or more of the following characteristics.

- Exhibits no interest in learning or school work
- Is discouraged in school work
- Has a poor attendance record
- Shows negative attitude toward learning
- Lacks personal motivation, indifferent
- Is a potential dropout
- Is persistently truant from home and school
- Has a very poor or negative self-image
- Is overly sensitive to constructive criticism
- Lacks experience with successful examples of his own ethnic group
- Is an under-achiever
- Has personal relationship problems
- Has other identified disadvantages, such as ill health, poor nutrition, broken home, out-of-wedlock pregnancy or underemployment

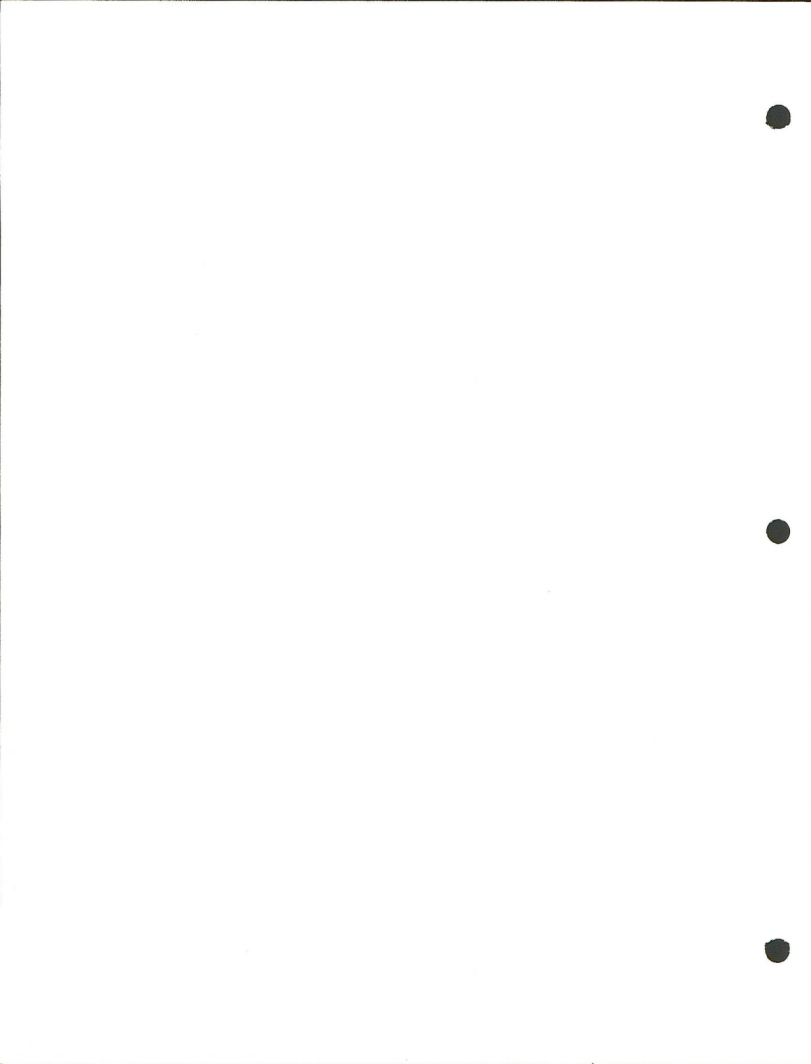
III. Economically Disadvantaged

Persons who are not succeeding or cannot succeed in a regular vocational education program for one or more economic reasons. The effects tend to be clear and obvious to a vocational educator, and the countermeasure may require joint efforts with welfare and similar personnel. Persons in this category may have one or more of the following characteristics.

- Geographically isolated
- Needs economic assistance to enter or stay in school
- Unemployed or underemployed

IV. Other Remediable Effects

A "catch all" remainder category that should be restricted to special situations of a local individualized nature.



CATEGORIES AND CHARACTERISTICS OF THE HANDICAPPED

Determination of inability to succeed in vocational education is not a simple matter and may well vary by instructional program. In the final analysis the determination of inability to succeed in the regular vocational education program is a matter of judgment which must be applied with the utmost reasonableness. The statute is directed to individuals and only those persons meeting the criterion listed below are counted as participating provided the special assistance or services are given. Knowledge of the reasons or causes for the situation is relevant only to assisting in overcoming the effect. Remedial actions or programs should be designed to treat effects of being handicapped when the handicap interferes with success in the vocational education program.

I. Developmentally (mentally) Retarded

Individuals are considered developmentally (mentally) retarded when learning aptitude is significantly less than that of normal and their potential for achieving academically is estimated to be markedly less than that expected of persons with a normal learning aptitude. For educational purposes this category is divided into three classes, only two of which are found in public schools.

Criteria for inclusion in these categories requires professional diagnosis, in which conditions such as hearing loss, visual handicaps, emotional handicaps, learning disabilities, language handicaps, social and cultural deprivation, etc., are ruled out as cause of lack of ability to succeed.

A. Educable Retarded

This group of developmentally (mentally) retarded individuals has a learning aptitude which precludes a level of academic functioning greater than that commonly expected of an eleven year old child, but not less than that of a seven year old child.

B. Trainable Retarded

This group of developmentally (mentally) retarded individuals responds more slowly to education and training than do educable retarded persons. Their learning aptitude precludes a level of academic functioning greater than that commonly expected of a seven year old child. They can be trained for jobs which require a single skill and in which adequate supervision is available.

C. Profoundly Retarded

This group of developmentally (mentally) retarded individuals is handicapped to the extent they require custodial or closely supervised home care.

II. Learning Disability

Individuals with this handicap exhibit a disorder in one or more basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling or arithmetic. The term includes conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. This category does not include learning problems which are due primarily to visual, hearing or motor handicaps, mental retardation, emotional disturbances or environmental disadvantages.

III. Seriously Emotionally Disturbed

Those individuals with psychiatric disturbances, without clearly defined physical cause or structural damage to the brain, which limit the ability of the individual to control his own behavior are included in this group. These disturbances are of such a nature and severity as to require one or more special educational or other type of services.

IV. Crippled

Individuals with this handicap have a limited ability in self-mobility, sitting in a classroom and/or using materials or equipment for learning because of muscular, skeletal or neuromuscular impairment.

V. Visually Handicapped

Those individuals who have a serious eye condition which limits their ability to see. They are divided into three categories.

A. Partially Sighted

Individuals are those whose vision, after correction, is such that they can use printed materials only if they are magnified and/or if special conditions are provided. Criteria usually states the visual ability present after correction.

B. Blind

Individuals are considered blind if they have so little vision that they must substitute the senses of touch and hearing for the sight in the learning situation.

C. Deaf and Blind

Included in this group are individuals who have both handicaps to the extent that neither the sense of hearing nor sight is adequate for the learning situation.

VI. Hearing Impaired

Individuals included in this group are those whose sense of hearing is inadequate for success in the learning situation.

A. Hard of Hearing

Individuals with this handicap can hear and understand speech, but with difficulty. The speech must be loud and the individual must use a hearing aid or lip reading along with a hearing aid to supplement his own hearing.

B. Deaf

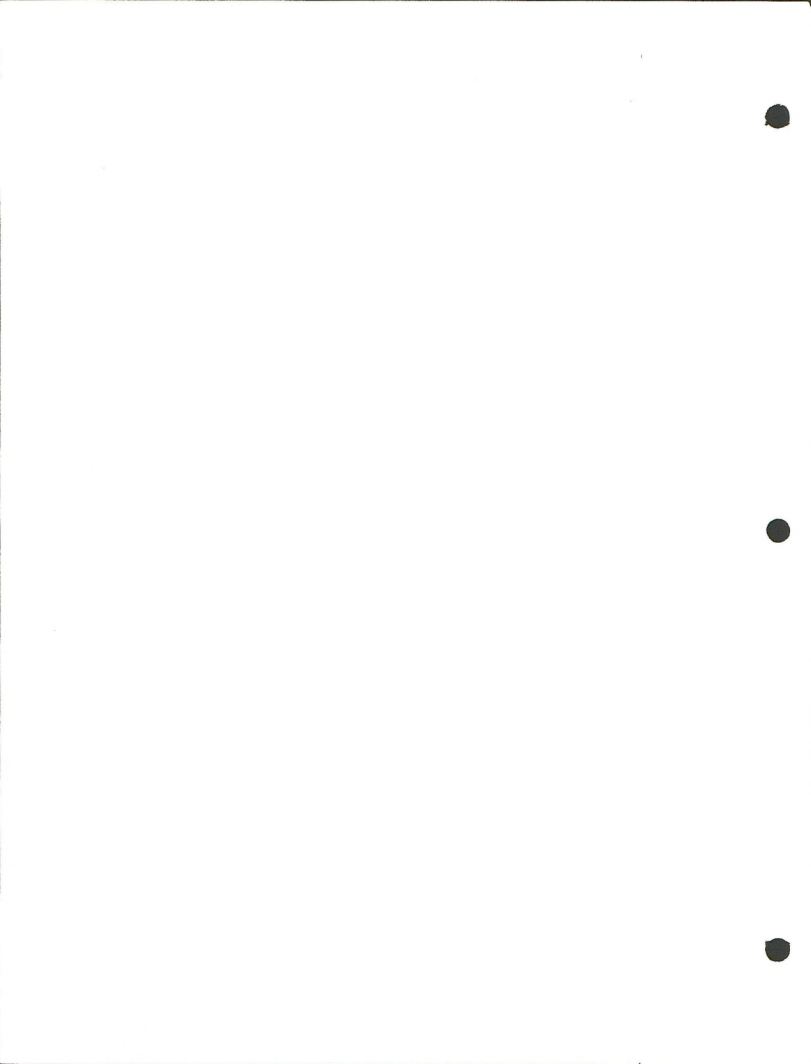
Even with the amplification of sound provided with a hearing aid, the individual is unable to hear and recognize all speech sounds.

VII. Speech Impaired

Individuals included in this group are those whose speech differs from that of others to the extent that it is noticeable. Some speech disorders are (1) articulation, (2) vocal, (3) stuttering, (4) delayed speech and (5) speech disorders associated with cleft palate, hearing impairment or cerebral palsy.

VIII. Other Health Impaired

Included in this group are individuals who have limited strength, vitality and alertness due to chronic health problems such as heart conditions, tuberculosis, rheumatic fever, nephritis, infectious hepatitis, infectious mononucleosis, asthma, hemophyllia, epilepsy, leukemia, diabetes and other illnesses.



STATE ADVISORY COUNCIL RECOMMENDATIONS AND FINDINGS

FINDINGS

1. How Valid And Appropriate Were The State's Goals And Priorities?

The goals for specific groups were comprehensive. Local and state planning are not well coordinated. Comparative data for validity check are difficult to utilize. Goals and priorities should give greater consideration to manpower development in the state. Lack of program availability creates unmet needs for many students.

2. Were Procedures Set Forth In The State Plan To Accomplish Each Stated Goal And Objective?

Procedures were set forth. The state plan description of benefits to be derived was inadequate.

3. To What Extent Were The State's Goals Met During The Year Under Review?

There was better use of limited funds compared to previous years. There was improved student enrollment reporting, i.e., enrollment, placement and follow-up. The limited allocation of state funds restricted adult vocational education.

4. Are Valid Data Available For Planning Purposes?

The Council reiterates the critical need for available valid data.

5. To What Extent Is There Coordination Of Training Opportunities Among Agencies?

More coordination is needed between secondary and post-secondary schools and between the schools and the public. State administration of vocation education activities is too fragmented.

6. To What Extent Is There Coordination And Articulation Among Education Agencies?

Some effort is evident but the Council urges continued emphasis in this area. The State Commission (1202) if properly constituted would be a valuable unit for coordination and articulation.

7. To What Extent Do Educational Agencies Assure Job Placement Of Graduates?

Most post-secondary schools are doing a good job of placement.
Most secondary schools have yet to assume this responsibility.

8. To What Extent Is Vocational Education Involved In Total Manpower Development Programs Of The State?

State staff is represented on the state manpower council.
Most of the classroom and skill training under manpower training programs is supplied by existing schools.

9. To What Extent Is Career Education Provided All Elementary Pupils?

Extensive career education opportunities for elementary pupils are not provided statewide.
Little emphasis from the state; most direction is provided by the local and federal education agencies.

10. What Indications Are There That Students Feel That Vocational Education Programs Adequately Meet Their Needs?

A very high percentage (over 90%) of post-secondary students surveyed were satisfied.
Of the employers surveyed 88% were pleased with the students preparation.
Of the secondary students surveyed 78% indicated satisfaction with the program.

COUNCIL RECOMMENDATIONS

The Advisory Council Recommends That:

1. The Board of Public Education compile a report annually on vocational education enrollments and financing.
2. The Board continue to develop a system accurately accounting for vocational education enrollments, allocation of funds and student follow-up.
3. Extensive review be made of the present procedure for funding vocational education in Montana.
4. The Board of Public Education and the Advisory Council for Vocational Education establish an annual joint meeting of the two agencies to discuss vocational education in Montana.

5. Additional funds, both state and federal, be made available through the Board of Public Education to enable the state to meet the growing demands of students for more and better vocational education opportunities.
6. The Board of Public Education study the recommendations of the Montana Commission on Post-Secondary Education affecting vocational education.
7. The local schools address themselves to the placement of students in cooperation with those agencies available, especially the Montana Employment Service.
8. The Board of Public Education adopt and publicize a statement of position on career education.
9. The Board of Public Education consider the comments and suggestion of the report "Guidance and Counseling, A Call for Change?" from the January, 1974 Public Meeting on Vocational Education.
10. The present make-up of the State Commission (1202 Commission) be changed to insure that: representation on the Commission is established to properly meld OCCUPATIONAL EDUCATION INTO ELEMENTARY AND SECONDARY SCHOOLS ON AN EQUAL FOOTING WITH TRADITIONAL ACADEMIC EDUCATION; that the agency now responsible for vocational education (Board of Public Education) be represented by membership on the Commission.

